DOCUMENT RESUME

ED 297 429 EA 020 142

AUTHOR	Mellor, Warren L., Ed.
TITLE	An Inventory of Documents on Educational Planning and Management in Asia and the Pacific.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
REPORT NO	BKEPM-85-M-4-600
PUB DATE	85
NOTE	232p.
AVAILABLE FROM	Publication Sales, UNIPUB, 9730-E George Palmer Highway, Lanham, MD 20706 (Stock No. UB-176; $5.00).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annotated Bibliographies; *Databases; *Educational Administration; *Educational Planning; Educational Research; Elementary Secondary Education; *Foreign Countries; Research and Development
IDENTIFIERS	Australia; China; India; Japan; Malaysia; Nepal; New Zealand; Philippines; Thailand; Turkey

ABSTRACT

This document comprises a UNESCO-sponsored inventory of documents on educational planning and management in Asia and the Pacific. The database consists of 714 documents from participating countries, divided into 10 subsections by country and indexed according to author and subject. The main entries are grouped alphabetically by country, as follows: Australia, China, India, Korea (Republic), Malaysia, Nepal, New Zealand, Philippines, Thailand, and Turkey. Each entry consists of five fields: citation number, author, title and publication details, descriptors, and annotation. (TE)

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EA 020 142

Unesco Regional Office for Education in Asia and the Pacific Bangkok, 1985

Mellor, Warren L , ed.
An inventory of documents on educational planning and management in Asia and the Pacific. Bangkok, Unesco, 1984.
229 p.

1. EDUCATIONAL PLANNING – BIBLIOGRAPHIES – ASIA/PACIFIC. 2. EDUCATIONAL MANAGEMENT – BIBLIOGRAPHIES – ASIA/PACIFIC. I. Unesco. Regional Office for Education in Asia and the Pacific. II. Title.

379.15
371.2

AN INVENTORY OF DOCUMENTS ON EDUCATIONAL PLANNING AND MANAGEMENT IN ASIA AND THE PACIFIC

Editor

Warren L. Mellor

Unesco Regional Office for Education in Asia and the Pacific
Bangkok, Thailand
1985

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Published by the
Unesco Regional Office for Education in Asia and the Pacific
P.O. Box 1425
General Post Office
Bangkok 10500, Thailand

Printed in Thailand

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BKEPM/85/M/4-600

PREFACE

This Inventory of Documents on Educational Management is the end result of an attempt made in 1983 to collect citations abstracts on studies and publications related to educational planning and administration in Asia and the Pacific. The institutions engaged in this field were invited through the Unesco National Commissions to provide the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) with the needed information.

By the end of 1983, about 1000 citations were received from ten of the Member States. These materials were collected and classified by the Educational Planning, Management and Statistics Service of ROEAP. Dr Warren Mellor of Monash University was invited to serve as the editor to produce the Inventory for trial publication.

Dr Mellor, assisted by a group of colleagues and some funding from various sources, worked with the data collected by Unesco/ROEAP and developed an Asia and Pacific Information System for Educational Management (APISEM) which could easily produce consecutive editions of the Inventory.

The present volume is the trial edition being circulated as an example of the type of publication which is intended to be updated and produced by ROEAP from time to time. With the continuous collaboration of scholars, institutions and authorities in the Member States, it is hoped that future editions of the Inventory will appear in more comprehensive and useful format. Countries not yet included in the system are cordially invited to join, and every Member State is requested to continuously submit additional materials to be included in the Inventory. It is hoped that the content of the Inventory will also be reviewed by the contributors, and that ROEAP will be informed of any needed modification or revision.

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INTRODUCTION

The possession of timely, relevant information is vital for decision makers in educational management, planning, policy formulation and administration. This is particularly so in the implementation of educational reforms and innovations.

Exchange of experiences amongst educational managers is one way to ensure that we learn from each other's mistakes and successes. Sometimes these exchanges take place informally and socially, sometimes they take place in more formal settings such as conferences and meetings. Often relevant information is filed away but not consulted due to the busy schedules and time constraints under which decision makers operate.

The dissemination and utilization of information is one of the current priorities of Unesco, its constituent agencies, and many other international bodies. This volume fits within those priorities. Its aim is to provide educational managers with a neatly filed source of information which they may easily consult when looking for decision situations that compare with their own. This citation information alone is often sufficient to provide signposts along the decision making path. More detailed information, of course, will be available in the documents themselves.

Data Base Construction

From the initial set of document citations submitted by Member States, a total of 714 were selected for inclusion in this first volume of the Inventory of Documents on Educational Planning and Management in Asia and the Pacific. The following table shows the numbers of citations set out by country:

Australia	195
China	67
India	218
Korea (Republic)	16
Malaysia	75
Nepal	50
New Zealand	3
Philippines	40
Thailand	15
Turkey	35
Total	714

It was felt to be neither appropriate nor possible to make a selection on the grounds of quality of document, partly because the editor was working only with citations and not with the documents themselves. Rather, the broad criteria that were adopted were relevance to education management, and recency. The overall aim was to compile a volume which was as comprehensive as possible given the limitations of money, time and citations contributed. Collections of statistical data were generally not included as it is intended that they will form part of a companion series. The following list was provided by Unesco/ROEAP showing the areas of specialization relevant to educational planning and management:

- economics of education
- educational planning (macro level)
- educational planning (micro level)
- policy formulation and analysis
- educational system studies
- project management
- administrative control and organization
  - legal basis of educational system and operation
  - governmental and judicial role in education
  - school districts and school boards
  - rural education administration
  - urban education administration
- educational finance and business management
  - budgeting
  - accounting
  - procurements
- administration of physical facilities
  - planning, financing and construction
  - operation of educational buildings
- special services administration
- sports/character building and recreational activities management, and youth leadership
- curriculum and instruction administration
- parental and community relations
- school administration (principalship)
- college level administration
- personnel administration
  - personnel evaluation and selection
  - compensation/promotion plans
  - staff development/training
  - career planning and development
  - job analysis and evaluation
- operational supervision
  - leadership
  - communication
  - discipline
  - grievance handling
- educational levels and modalities administration
  - pre-primary education
  - primary education
  - secondary education
  - vocational/technical education
  - higher education
  - teacher education
  - adult education/lifelong education
  - literacy programme management
  - recurrent education
  - non-formal education

For the most part, the citations included in this volume refer to documents drawn from Ministries of Education or from similar public agencies, or from academic institutions and journals. Citations were included only from those countries which responded to the initial Unesco call. In order to meet publication deadlines, it was not possible to follow up those Member States which were not able to respond in time. It is hoped that subsequent editions of this Inventory will be updated with other countries not represented here, as well as with additional documents newly published.

Document Retrieval and Availability

The original of this volume has been produced by microcomputer, using word processing software. While the reader will find relevant citations readily enough using the indexes and the Main Entry Section listings provided here, it is hoped ultimately that the data base will be available in machine readable form. With the financial assistance of The Commonwealth Foundation, and in association with the Commonwealth Council for Educational Administration, work has commenced on an Asia and Pacific Information System for Educational Management (APISEM) with this object in mind.

This volume lists citations only. In attempting to obtain copies of the actual documents, readers are invited to consult the relevant journals/institutions/publishers provided in the citation information. It should not be assumed that the editor or Unesco/ROEAP is in possession of the documents themselves.

Call for Citation Submissions

Readers who wish to submit suggestions for improvements which might be incorporated in the second volume of this Inventory are invited to write to the editor, Dr W L Mellor, Faculty of Education, Monash University, Melbourne, 3168, Australia, or to the Assistant Director-General, Unesco/ROEAP, GPO Box 1425, Bangkok, 10500, Thailand.

In particular, institutions and agencies are invited to submit citations for inclusion in forthcoming volumes. In order to assist in achieving accuracy and comprehensiveness of citations, it is hoped that the proforma attached at the end of this volume will be used for this purpose. The proforma may be photocopied and used for each citation. Citation lists reaching Unesco/ROEAP by March 31 will be incorporated in that year's volume. Others will be held over for subsequent annual editions.

Organization of the Volume

The Main Entry Section of this volume is divided into ten subsections by country. All citations are cross-referenced according to author and subject in two following sections.

SAMPLE ENTRY

Citation Number Document citation numbers, made up of a three character country code followed by a three digit number, are unique to this volume.	IND 021
Author Authors' names are set out alphabetically. Each author mentioned is cross-referenced in the Author Index.	Bhagia N M
Title and Publication Details The journal/institution/publisher information provides the reader with a source from which to obtain the document itself. All documents are in English unless otherwise indicated.	Research in Educational Administration: Retrospect and Prospect. National Institute for Educational Planning and Administration, New Delhi, 1982, 16p.
Descriptors These are drawn from the Thesaurus of the International Bureau of Education (Geneva). Up to three are used to describe each document. Each descriptor is cross-referenced in the Subject Index. Except in the case of the Regional citations, each also has a descriptor listing the country to which the material is relevant.	educational administration; educational research; India
Annotation This is an edited version of that supplied by the author or document source. Not all citations have annotations.	The research conducted during the last three decades has been classified in five main categories: educational administration at different levels; administrative problems at various stages of education; leadership behaviour and organizational climate; inspection and supervision; and innovations and change.

Acknowledgments

Grateful acknowledgment is made to the institutions and individuals without whom this volume would not have been possible. Member States who contributed citations are particularly appreciated. In addition to the staff of Unesco/ROEAP, thanks also go to the following colleagues who assisted with professional advice: Mrs Margaret Findlay (Australian Council for Educational Research), Professor William Walker (Australian Administrative Staff College), Dr Ron Browne (Australian Education Council), Professor Moonis Raza, (National Institute for Educational Planning and Administration, India), Mr Basil Kings (Commonwealth Council for Educational Administration), and Professor Ray Adams (Massey University, New Zealand). Mention must also be made of the help provided by Dr W Drummond, (Massey University, New Zealand) for assistance with abstracting, Ms A Jones for research assistance, and Mrs L Bates for secretarial assistance.

PROFORMA

Please provide the following items of information on each entry you are suggesting for inclusion in the Inventory of Documents on Educational Planning and Management in Asia and the Pacific. Do not use abbreviations or acronyms unless the full word is also recorded.

AUTHOR(s):

a) Last name, first name and initial:

b) Institution (sponsoring the work).
Country (and province or state if necessary):

TITLE: (In English). Include edition or volume where appropriate -

PUBLICATION DETAILS: One of these as appropriate -

a) Journal name, volume, number, month, year, pages:

or, b) Volume or series, edition, place, publisher, year, pages:

or, c) Publisher/institution, place, year, number of pages:

NOTE: Please indicate the language of the text of the document if it is other than English.

DESCRIPTORS: These are not obligatory, but you may care to indicate three suggestions, plus the country to which the material refers. Please use only the Thesaurus of the International Bureau of Education (Geneva) -

- ;
- ;
- ;
- (country of relevance)

ABSTRACT: (Maximum of 150 words) -

Please forward citations to Unesco/ROEAP before the end of March each year

MAIN ENTRY SECTION

AUSTRALIA

AUL 001
Andersen L W (ed)

The Williams Report: An Appraisal. Tertiary Education Research Centre, University of New South Wales, Kensington, 1980, 22p.

employment; official reports; vocational training; Australia

Proceedings of a conference held at the University of New South Wales, 25 June 1979. Papers include the social significance of the Williams Report: implications for research and teaching; a staff association viewpoint; aspirations and practice; and an ambivalent relationship.

AUL 002
Armstrong J D (ed)

Regionalising Education - The Community College Concept. Townsville Regional Group, Australian College of Education, Townsville, 1980, 60p.

colleges; community programmes; decentralization; Australia

Focuses on the community college concept proposed in the sixth interim report of the Select Committee on Education in Queensland.

AUL 003
Ashby G F, Ford J E and Hird W N

The Provision of Professional Development Opportunities for Isolated Educational Administrators - An Australian Model. Studies in Educational Administration, 29, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales, 1983, 9p.

educational administrators; leadership training; rural areas; Australia

The aim of this paper was to develop a Leadership Training Network model for on-going professional development of isolated educational administrators in Queensland. The Network revolves around: resource location, storage and dissemination; identification and verification of groups' needs; and development of specific materials and systems to meet these needs. An important initial task is to identify significant communications people who will coordinate activities in already existing agencies within the Department of Education.

AUL 004
Australia. Committee of Inquiry into Education and Training

Education, Training and Employment. Australian Government Public Service, Canberra, 1979, 3v, (Williams Report).

employment; official reports; vocational training; Australia

AUL 005
Australia. Department of Education

A Strategy Plan for the Development of Further Education Facilities in the ACT (revised edition). Canberra, 1981. 74p.

facilities planning; regional planning; technical education; Australia

The plan considers the needs of existing and proposed TAFE colleges and identifies priority areas for building programs through the 1980's. The prime consideration is that the TAFE needs of the ACT region, during 1980-1990, should be met by at least three multi-disciplinary, multi-level institutions at Canberra, Bruce and Woden.

AUL 006
Australia. Inquiry into Management Education

Inquiry into Management Education. Commonwealth Tertiary Education Commission, Canberra, 1982, 166p.

leadership training; national surveys; official reports; Australia

AUL 007
Australia. Inquiry into Management Education

Inquiry into Management Education: Surveys. Commonwealth Tertiary Education Commission, Canberra, 1982, 172p.

leadership training; national surveys; official reports; Australia

This document includes the following papers: Survey of Management Education in Public and Private Organisations; Australian Management Educators, A National Study of the Views and Characteristics of Academic Staff Teaching Management Courses in Universities and Colleges of Advanced Education; Survey of Management Education in Universities and Colleges of Advanced Education - Courses, Students, Staff; and Survey of Graduates and Students of Postgraduate Courses in Management.

AUL 008
Australia. Office of ACT Further Education

ACT Further Education Planning Submission to the Tertiary Education Commission 1980-1984. Department of Education, Canberra, 1980, 81p.

higher education; regional planning; technical education; Australia

This submission consists of planning information and associated statistical estimates for proposals for the provision of technical and further education in the ACT to the end of 1980-1984 period. Contained in the submission is a summary, a short statement plus tables, a series of nine appendices covering population trends and enrolments from various points of view, and ACT TAFE teaching structure.

AUL 009
Australia. Office of ACT Further Education

Guidelines for the Provision of TAFE Libraries and Resource Centres. Canberra, 1981, 31p.

administrative principles; libraries; technical education; Australia

This paper examines the interim guidelines for the development of TAFE library/resource centres, as provided in the Kangan Report, planning for the establishment and development of such centres for TAFE throughout Australia. Relevant published literature is also reviewed.

AUL 010
Australia. Schools Commission

Choice of Education and Sources of Present Administrative Practice. Schools Commission, Canberra, 1980, 34p.

administrative principles; educational development;
educational policies; Australia

Project undertaken jointly by the Schools Commission and State Education Departments to explore the concept of choice as an approach to educational improvement.

AUL 011
Australia. Technical and Further Education Working Party

Report to 1982 Conference of Directors of TAFE on Classification and Description of TAFE Courses. Technical and Further Education Council, Canberra, 1982, 116p.

classification; courses; technical education; Australia

This document is a report made to the 1982 meeting of the Conference of Directors of Technical and Further Education, proposing a revised stream and field system for the classification of Australian TAFE courses. It rejects the concept of national accreditation but proposes a scheme by which courses offered by TAFE would be classified by their educational and/or vocational objectives.

AUL 012
Australia. Tertiary Education Commission

Statement of Joint Parliamentary Committee of Public Accounts: Inquiry into Funding of Tertiary Education. Tertiary Education Commission, Canberra, 1979, 230p.

administrative organization; educational finance;
higher education; Australia

The primary purpose of the statement is to provide the Joint Parliamentary Committee of Public Accounts with background material and information relevant to its inquiry into the funding of tertiary education. Part I relates to the system of grants for tertiary education. It examines, in turn, the pattern of tertiary education in Australia, the structure and function of the TEC and its three Councils, and the system, nature and administration of grants to the States. Part II relates to the operations of the Tertiary Education Commission and its Councils. Part III examines specific matters raised by the Committee.

AUL 013
Australia. Tertiary Education Commission

Report for 1982-84 Triennium, Volume 1. Canberra, 1981, Part 1, 324p; Part 2, 165p; Part 3, 216p; Part 4, 195p; Part 5, 228p.

educational policies; higher education; official reports; Australia

The report comprises five parts plus a summary document. The first part sets out the Commission's recommendations on guidelines. It includes a review of tertiary education in Australia since 1975 and covers the Commission's views on the development of tertiary education for the 1982-84 triennium, its policies on a number of specific issues, and the allocation of resources for operating expenditure and capital development among the three sectors. Parts 2 to 4 of the report are the Advices of the Universities, Advanced Education and Technical and Further Education Councils, and the final part consists of appendices.

AUL 014
Australia. Tertiary Education Commission

Report for 1982-84 Triennium, Volume 2. Canberra, 1981, Part 1, 106p; Part 2, 238p.

educational finance; higher education; official reports; Australia

This report sets out the Commission's detailed recommendations on recurrent grants to universities and CAEs for the three years of the triennium, and recurrent grants to TAFE authorities and equipment and building grants for the three sectors in 1982. In preparing its advice the Commission has taken into account the recommendations of the three Councils which are included as Part 2 of the document. Also considered in the report are three major issues arising from the Government's guidelines for 1982-84: the inadequacy of funding levels in higher education, the decline in participation of young people in higher education and the balance of Commonwealth/State effort in TAFE.

AUL 015
Australian College of Education

Response to the Report of the National Inquiry into Teacher Education. Occasional Paper 1, Melbourne, 1982, 32p.

national surveys; official reports; teacher education; Australia

AUL 016
Badcock A M

Combinations of Effective Leadership Styles as Related to the Two Task Areas of Principal and Deputy Principal in Victorian High Schools. La Trobe University, 1980, 503p.

leadership; principals; secondary schools; Australia

An attempt was made to observe combinations of effective leadership styles in terms of of task and relationship orientation. Since the relationship between leadership style and school effectiveness has little significance unless the roles of the leaders and local milieu are understood, much attention was given to the role and position power of high school principals in Victoria and to the circumstances that resulted in a demanding and generally unfavourable school atmosphere.

AUL 017
Baimbridge P

The Flexible Approach to Education: Its Implementation in a Secondary School in Western Australia. University of Western Australia, 1980.

facilities planning; open plan schools; secondary schools; Australia

Since the initial emergence of the flexible area secondary school concept in Western Australia, six such schools have been established. Furthermore, current policy is that all future state secondary schools will be of this design. A major implication to emerge is the need for the education authorities, through preservice teacher education, inservice training, and effective induction programs, to equip teachers more adequately for their role in the flexible area secondary schools.

AUL 018
Baron G (ed)

The Politics of School Government. Pergamon Press, Oxford, 1981.

political factors; school governance; Australia

AUL 019
Bates R J

Towards a Critical Practice of Educational Administration. Studies in Educational Administration, 27, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales, 1982, 15p.

critical thinking; educational administration; social change; Australia

The author writes a critique of the behavioural science approach to educational administration and puts forward an alternative perspective: The New Sociology of Education and The Critical Social Theory. The New Sociology rejects the pursuit of value-free explanations of social structure, demanding a new focus which relates understanding to action. The metaphorical, ritualistic and linguistic features of the Critical Practice of Educational Administration are discussed, within a school cultural context. It is argued that The Practice is necessarily located within a critique of domination, and a commitment to struggle in the interests of a better world.

AUL 020
Beacham E J

A Study of the Role of Teacher Aides Employed under the Supplementary Grants Program in State Schools in the Central Metropolitan Region of the Victorian Education Department. Monash University, 1980.

educational finance; public school systems; teacher aides; Australia

This thesis looks at the role and function of teacher aides in relation to the aims of the Supplementary Grants Program under which aides were employed in Government Schools in Victoria. It looks at the tasks which aides are performing and the discrepancies between the way aides and teachers (including school administrators and teaching staff) see the role and tasks of aides.

AUL 021
Bell M

Guidelines for the Evaluation of TAFE Programs. TAFE Board, Melbourne, 1982, 42p.

administrative principles; programme evaluation;
technical education; Australia

For TAFE staff wanting to involve themselves in larger evaluations, a simple and logical evaluation model has been developed. It is called an open model of evaluation so as to emphasise two characteristics: the need for evaluators to consider many options while deciding purposes, techniques and hypotheses when planning and doing an evaluation; and the need for evaluators to be open in their dealings with audiences and participants.

AUL 022
Bessant B

Making Policy for Schools: The Education Policy Process in Victoria. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 73p.

policy formation; provincial departments of education; school systems; Australia

AUL 033
Birch I, Hind I and Tomlinson D

Intergovernmental Relations and Australian Education. Centre for Research on Federal Financial Relations, Australian National University, Canberra, 1979, 100p.

central provincial relationship; educational policy trends; political factors; Australia

This document consists of three papers: A Constitutional Perspective; Political Perspectives; and Economic Perspectives.

AUL 024
Blakers C

The Commonwealth Role in School Education. Revised edition. Australian Council of State School Organisations, Canberra, 1981, 34p.

central provincial relationship; educational policy trends; school systems; Australia

AUL 025
Boer B and Gleeson V

The Law of Education. Butterworths, Sydney, 1982, 211p.

conflict resolution; laws; legal responsibility; Australia

The book systematically discusses the more significant legal issues relevant to the various participants in Australian educational systems. In the school the individual values of students, parents and educators can be brought into conflict. Although there is a good deal of law which is relevant to these conflicts, there are also many areas where the law has no direct bearing and the resolution of disputes is carried out by means of informal negotiation or the exercise of administrative discretion.

AUL 026
Brayne R

The Principal and Teacher Professional Development - Some Strategies. Studies in Educational Administration, 21, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales, 1980, 6p.

administrator role; inservice teacher education;
principals; Australia

Many well-intentioned professional development programs for teachers have been largely unsuccessful in bringing about a significant transfer of newly acquired skills and knowledge into the classrooms. A strategy of process consultation for confronting these conditions is described. The principal's role requires an adoption of leadership behaviours appropriate to the staff development function.

AUL 027
Briggs D K

A Master's Degree Programme in Educational Administration: Practitioners' Recommendations on Content, Structure and Teaching/Learning Strategies. Flinders University of South Australia, 1980, 211p.

educational administration; leadership training;
universities; Australia

By means of a questionnaire the opinions of selected South Australian educational administrators were canvassed concerning the kind of master's degree program in educational administration which they thought would be useful to them in their job. Responses concerning the program content were compared with responses to ten selected North American doctoral studies and to a study questioning Manitoban educational administrators.

AUL 028
Briody P M

The Itinerant Secondary Remedial/Resource Teacher Service in Central Queensland. Priority Country Area Program, Department of Education, Brisbane, 1980.

itinerant teachers; remedial education; rural areas; Australia

AUL 029
Briody P M

The Mobile Remedial Unit in South-west Queensland. Priority Country Area Program, Department of Education, Brisbane, 1980.

itinerant teachers; remedial education; rural areas; Australia

AUL 030
Broadbent R E (ed)

Education Policy Making in Australia. Australian College of Education, Melbourne, 1982, 207p.

central provincial relationship; educational policy trends; policy formation; Australia

AUL 031
Broderick J S

An Investigation into the Curriculum Development Processes in TAFE in Australia. Department of Technical and Further Education, Adelaide, 1982, 818p.

administrative organization; curriculum development; technical education; Australia

The purpose of this study was to ascertain, as far as practicable, how the TAFE authorities of the Australian States and Territories conduct the curriculum development processes of new and revised vocational courses. This document contains information on the design and methodology used; overview of the States and Territories organisational and administrative structure (Section II); selected case studies and a comparative analysis of TAFE vocational curriculum development processes in Australia. The national findings and national recommendations form Sections VI and VII of the report.

AUL 032
Brown F E

Some Aspects of the Structural Control of the Primary Teacher Workforce in the Victorian State Government's Department of Education. Monash University, 1980.

primary school teachers; provincial departments of education; teacher employment; Australia

This thesis is concerned with some elementary mathematical aspects of the control of the employment structure of teachers in the Victorian State Government's Department of Education. The control is exercised by: adjusting the promotion rates after having made policy decisions regarding the recruitment distribution and the system rate of expansion or contraction; determining the appropriate recruitment distribution after having made policy decisions regarding the promotion policy and the system rate of expansion or contraction.

AUL 033
Brown S and Fitzpatrick J

Girls, Boys and Subject Choice: A Report on Sex Differences in Participation Rates in Subjects in Western Australian Government Secondary Schools. Research Branch, Education Department, Perth, 1981, 50p.

secondary schools; sex differences; student participation; Australia

The report indicates that most areas in schools in which choice is possible demonstrate marked sex differences. From Years 8 to 10 in secondary schools, girls tend to choose art and craft, home economics, secretarial, cultural and language areas. Boys tend to choose manual arts, technological, science or mathematical subjects. The advent of terminal Year 11 courses has tended to increase the degree of sex based differentiation, since these courses seem to attract either boys, or girls, but not both. Some differences from school to school, however, suggest that school policies can make a difference.

AUL 034
Brown S and Maisey J R

Rural Schools within their Communities. Education Department of Western Australia, Perth, 1980, 86p.

rural schools; school community relationship; Australia

AUL 035
Browne P and MacDonald C

Towards a Clearer Concept of TAFE. TAFE Services, Education Department, Melbourne, 1981, 65p.

educational policies; educational planning;
technical education; Australia

The policy documents examined were: The Victorian TAFE Strategy (State Council for Technical Education, January 1980); and The Triennial Planning Submission, Victoria TAFE Colleges, 1982-84 (Education Department of Victoria, May 1980). The evidence of the policy documents examined suggests that TAFE in Victoria shows a lack of congruence between the claims it makes as to its underlying philosophy, and the concept, policies and strategies which actually characterise it.

AUL 036
Browne R K

Commonwealth State Relations in Education: Trends and Tensions. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 14p.

central provincial relationship; educational policy trends;
school systems; Australia

AUL 037
Bunker P M E

A Policy Analysis of the Victorian Government's School Council Legislation. Monash University, 1980.

administrative organization; decentralization;
educational policies; Australia

This study examines the content and implications of the Education (School Councils) Act 1975, within a policy analysis framework. The framework divides policy analysis into two parts: formulation and implementation. It is suggested that it was never an intention of the official government policy makers to transfer significant amounts of decision making power to school councils, despite policy statements to the contrary.

AUL 038
Burkhardt J R

Planning for the Provision of School Facilities in New Communities in New South Wales. University of Sydney, Sydney, 1980.

demography; facilities planning; regional planning; Australia

This thesis covers traditional planning and practice for the provision of school facilities in New South Wales; gives an analysis of factors affecting the demand for and supply of new schools in the Sydney region; the relationship between new dwellings and school enrolments; gives case studies of housing commission estates, calculating the pupil generation indices; looks at pupil generation indices as a means of enrolment forecasting and discusses the implications of the enrolment outcomes of development for educational planning and provision.

AUL 039
Burns I B G

A Plan for the Administration of TAFE in Victoria. University of New England, Armidale, New South Wales, 1980.

administrative organization; provincial planning;
technical education; Australia

Organisation theory is surveyed and a number of principles are developed which would facilitate the development of an alternative structure for the delivery of technical and further education in the State of Victoria. The strategy presented sees TAFE as part of the total education system with close links to other parts but, nevertheless, having an identity of its own as a unique kind of education.

AUL 040
Butler G J

School Enrolment Forecasts in Queensland 1983–1992. Planning Branch, Department of Education, Brisbane, 1983.

educational planning; enrolment trends; provincial surveys; Australia

AUL 041
Butler G L and Harris L G

Some Planning Problems in the Provision of Education Facilities in Queensland Resource Development Areas: An Initial Overview. Planning Branch, Department of Education, Brisbane, 1982.

administrative problems; facilities planning; rural areas; Australia

AUL 042
Butterworth P

The Classification and Accreditation of TAFE Courses in Australia. Department of Technical and Further Education, Sydney, 1982.

classification; courses; technical education; Australia

This report evaluates the alternative systems of course classification and accreditation available to TAFE and explains the prototype system which the author believes capable of offering the most effective solution.

AUL 043
Butterworth P and Lovell E

Classification by Educational Objectives. Department of Technical and Further Education, Sydney, 1983, 117p.

classification; courses; technical education; Australia

The manual attempts to explain in conceptual terms the operation of the system of course classification which uses educational objectives as the sole criteria for classification. Included with the manual is a report on the trial of the system and a floppy disc of the course classification program.

AUL 044
Byrne M J and Parkinson K J

Submission to Committee of Enquiry into Education in South Australia: Evaluation, Curriculum and the Department of Further Education. Department of Technical and Further Education, Adelaide, 1981, 117p.

curriculum evaluation; provincial departments of education;
technical education; Australia

This submission reviews approaches to evaluation in the Department of Technical and Further Education in South Australia, identifies possible deficiencies, and proposes improvements.

AUL 045
Cain R, Davidson R and McGrath M

Report of the Review of Adult Aboriginal Education Section (Education Department of Western Australia). Technical Education Division, Education Department, Perth, 1981, 82p.

access to education; disadvantaged groups;
programme evaluation; Australia

The review team concluded that, despite the difficulties and constraints in which Adult Aboriginal Education operated, it provided a valuable education service for Aboriginal people. Further recommendations and conclusions are included in appendices.

AUL 046
Chambers J H

Knowledge Authority and the Administration of Tertiary Education. Institute for Higher Education, Armidale, 1981, 75p.

educational administration; higher education;
knowledge level; Australia

AUL 047
Chittick B A

The Relationship between Growth Rate in Pupil Numbers and Pupil Control Ideology of Teachers. University of New England, Armidale, New South Wales, 1981.

enrolment trends; discipline policy;
student teacher relationship; Australia

It was considered that schools with rapid growth rates in pupil numbers would experience certain organisational problems which would adversely affect socialisation of teachers and organisational health. However it was found that there was not a significant difference between the PCI scores of educators in schools with steady pupil growth rates and scores for educators in schools with declining pupil numbers. A significant relationship was found between pupil control ideology and the variables of sex and educational qualifications.

AUL 048
Collins C W and Hughes P W

Where Junior Secondary Schools are Heading: Research and Reflections. Australian Council for Educational Research, 1982, 53p.

educational policy trends; lower secondary schools; Australia

AUL 049
Cox R and Ward B

An Evaluative Study of the Planning Processes Leading to the Construction of a New TAFE College: Gillies Plains, South Australia. Evaluative Studies Program, Tertiary Education Commission, Canberra; and Department of Technical and Further Education, Canberra, 1982, 154p.

administrative principles; case studies; college planning; Australia

The report provides a comprehensive evaluative analysis of the planning and decision making processes which led in 1980 to the construction of a new TAFE College. A survey of literature on simple planning theory and models provides guidelines and conceptual frames of reference by which to order the later evaluative discussion. This is followed by a description of TAFE in South Australia and a full historical chronology of the events between 1971 and 1980.

AUL 050
Crane A R

The Preparation of Principals - The Role of Tertiary Institutions. Studies in Educational Administration, 6, Commonwealth Council for Educational Administration, Armidale, New South Wales, 1975, 11p.

higher education; leadership training; principals; Australia

A model for a University-based development program which attempts to more closely match what happens to principals on the job is described. Centred around the decision-making process, the role of Universities in cooperation with other related institutions, is seen as part of a continuous process, of growing into and with the principal role.

AUL 051
Crudden P

Technical and Further Education 1990: Educational Planning in Light of Technological Change: A Discussion Paper. TAFE Services, Education Department, 1980, 6p.

educational planning; social change; technical education; Australia

It is argued that broad issues require assertive planning:to specify the role of technology in facilitating the participative planning policy espoused by TAFE; to train personnel who will enable the system to receive, process and diffuse information about the rate and direction of technological change and its social impact; to develop structures and processes to support the devolution of effective decision making; to pinpoint areas for co-operation with other educational sectors, including training within industry; to cultivate awareness in TAFE personnel of the impact of technology on its policy, planning strategies and services, and to raise general political consciousness within TAFE.

AUL 052
Danley W and Burch B

Increasing the Effectiveness of the Administrative Team. Practising Administrator, 2, 1, 1980, p24-25.

administrative principles; performance factors; principals;Australia

One of the most useful resources to an educational administrator is an effective administrative team. How can you increase the effectiveness of your team?

AUL 053
Darnell F and Simpson P M (eds)

Rural Education: In Pursuit of Excellence. National Centre for Research on Rural Education, University of Western Australia, Perth, 1981, 244p.

performance criteria; rural education; Australia

AUL 054
Davis K

For the Part-time Teacher. TAFE Staff Development, Education Department, Melbourne, 1979, 62p.

administrative organization; surveys; technical education; Australia

This publication provides a brief guide for untrained part-time teachers working in Technical and Further Education in Victoria: the courses TAFE offers in Victoria; the types/backgrounds of TAFE students; types of teaching methods/strategies; learning aids; testing and setting assignments; general administrative procedures in TAFE Colleges. The publication is generally used in conjunction with an induction program conducted by experienced trainers.

AUL 055
Davis K W

Staff Morale in a Selection of Northern Territory Schools. University of New England, 1980.

administrative organization; job satisfaction; leadership; Australia

This thesis addresses morale in organisations, with respect to organisation characteristics, leadership styles and the relationship between goals and morale. The Northern Territory Education System is also described. A method of measuring morale was developed, including a questionnaire which was distributed to a sample group of teachers in a selection of schools in the Northern Territory.

AUL 056
Dawson J R

Management Education as Perceived by Practising Managers. Macquarie University, Sydney, 1982, 113p.

adult education; leadership training; surveys; Australia

A questionnaire was posted to 367 managers to determine the extent to which practising managers have attended management courses. Adaptation of existing management courses might make them more appealing to managers, and the image of management courses, held by prospective students, might be improved by an advertising campaign.

AUL 057
Dean C and Robinson P

Evaluation of the Special Schools Scheme: Phase II Report. Research Branch, Department of Education, Brisbane, 1982.

provincial programmes; special schools; Australia

AUL 058
Duignan P A

Developing Behaviourally Anchored Measures of Administrative Effectiveness: Some Problems and Possibilities. Studies in Educational Administration, 25, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales, 1972, 10p.

administrator role; performance criteria; Australia

The Behaviourally Anchored Approach involves asking some practising administrators to state in their own terms, qualities and behaviours which are important in carrying out their work effectively. Two other groups of administrators are then asked to 'retranslate' and rank these statements, respectively. Descriptively valid behavioural statements of ineffective and effective behaviour are generated from the study.

AUL 059
D'Urso and Smith R A (eds)

Changes, Issues and Prospects in Australian Education. University of Queensland Press, St Lucia, 1981, 333p.

administrative problems; educational policy trends; educational reform; Australia

Collection of articles and reprints on contemporary education.

AUL 060
Edmunds G

Management Development for TAFE College Administrators in Western Australia. Technical Education Division, Education Department, Perth, 1981, 41p.

leadership training; educational administrators; technical colleges; Australia

This discussion paper was proposed with the aim of developing a policy on a contribution towards administrator inservice training. The paper presents a resume of the inservice administrator needs; a description of an ideal model of an inservice competency-based administrator education; and the steps in implementing such a program.

AUL 061
Eedle James (ed)

Education for the Seventies in Bakoina. Studies in Educational Administration, 9, Commonwealth Council for Educational Administration, Armidale, 1977, 12p.

leadership training; learning activities; simulation; Australia

This 'funpiece' is intended for use in training programs. It considers the educational issues confronting Bakoina, a fictitious developing country: education as a good for both society and the individual; education as an instrument for social change and development; and constraints and problems in implementing the education program.

AUL 062
Federation of Australian University Staff Associations

Response to Ralph Report on Management Education. Melbourne, 1982, 12p.

higher education; leadership training; official reports; Australia

AUL 063
Fordham A M and Ainley J G

The Evaluation of Staff Development in Technical and Further Education: A Proposed Methodology. Australian Council for Educational Research, Melbourne, 1980, 267p.

programme evaluation; personnel management;
technical education; Australia

The report examines the various methods by which staff development programs can be managed. This provides a basis for the description of staff development programs operating in two States. General approaches to evaluation lead to a detailed account of the proposed methodology for the evaluation of staff development in TAFE. Next, the trial phase of the study is outlined and methods for the analysis of data collected at either the college or system level are suggested. Finally, the application of the general methodology to specific staff development activities is discussed.

AUL 064
Forrest P H

Vocational Education and Training Futures and the Western Australian Economy. Technical Education Division, Perth, 1982, 25p.

educational policy trends; technical education;
vocational education; Australia

This paper is designed to stimulate discussion by government, industry and the community concerning appropriate structures for future vocational education and training. It outlines a policy for "skill-led" development, and offers suggestions for the administration of such a policy.

AUL 065
Fowler C F

The Primary Itinerant Teacher Service in South-west Queensland. Priority Country Area Program, Department of Education, Brisbane, 1979.

itinerant teachers; remedial education; rural areas; Australia

AUL 066
Fowler C F

The Mobile Field Study Unit in South-west Queensland. Priority Country Area Program, Department of Education, Brisbane, 1981.

itinerant teachers; remedial education; rural areas; Australia

AUL 067
French K and Holt J

An Assessment of the Short-term Capital Works Requirements for Schools and TAFE Colleges in Queensland. Department of Education, Brisbane, 1982.

facility requirements; provincial programmes;
technical colleges; Australia

AUL 068
Gilmour P and Lansbury D

Case Studies of First Line Management in Australia. Technical and Further Education Commission, Canberra, 1980, 143p.

case studies; managers; social change; Australia

The report consists of a series of case studies illustrating the changing role of the first line manager in a variety of organisational and industrial contexts. Nine case studies are considered, presenting various approaches taken by organisations in recent times to reshape or reform the supervisor's role in response to social, economic and technological changes. Included among the innovations are descriptions and explanations of group technology, organisation development, multiskilling, semiautonomous work groups and problem solving workshops.

AUL 069
Godfrey I T and Anastassiou M

Western Metropolitan Region Strategy Plan. Sweetnam Godfrey and Ord, Melbourne, 1981, 235p.

administrative organization; regional planning;
technical education; Australia

This planning report establishes the strategic and methodological framework for TAFE resource allocation within the Western Metropolitan Region of Victoria. The report incorporates sections covering historical perspective (development and philosophy of TAFE); nature of TAFE in the regions (organisation, student statistics, participation, catchment areas, extracurricular programs, physical resources, accessibility); social strategy; organisational strategy; physical strategy.

AUL 070
Goodsir W

The Formative Years of Staff Development in New South Wales Technical and Further Education with Particular Reference to the Years 1975-80. Department of Education, Sydney University, Sydney, 1982, 153p.

personnel management; provincial departments of education;
technical education; Australia

The period 1975-80 is unique since it witnessed for the first time the intervention of the Commonwealth in funding a special grant for staff development in TAFE throughout the Australian states. An attempt is made to analyse the procedures developed to disseminate policies and participative approaches to the training and development needs of all staff in NSW TAFE. This study presents a perspective of sustained activity in the area of skills and developmental programs for all categories of staff.

AUL 071
Gould K W

Cost Simulation of Catholic Schooling in Victoria. Monash University, Melbourne, 1981.

costs; religious institution role; simulation; Australia

It is the purpose of this study to investigate the possibility of a suitable cost simulation model making a significant contribution to the statewide policy planning process for Catholic schooling in Victoria. The specific aims of the study are: to model the monetary cost aspects of Catholic schooling in Victoria for the purpose of simulation; and to simulate the monetary cost and to explore the relative cost consequences of selected resource policies for Catholic schooling in Victoria in the 1980s. A simple but accurate model, capable of manual manipulation, was developed.

AUL 072
Graham C H

A Model of Industrial Participation for Educational Decision Making in New South Wales Technical and Further Education. University of New England, Armidale, 1980.

decision making; participation; technical education; Australia

Discusses the dynamics of industrial participation and the role of trade unions in Australia; foundations of New South Wales technical and further education with relevant government legislation; organisational considerations; schemes of industrial participation in New South Wales technical and further education; proposals for an education commission; selective perceptions of particular groups; a model of industrial participation for educational decision making in New South Wales technical and further education.

AUL 073
Greenwood A G

Planning Primary-Secondary Transition: The Formulation from Theories of Needs Satisfaction of a Set of Principles to Guide Educational Planners Engaged in Developing Primary to Secondary Transition Programmes. University of Melbourne, Melbourne, 1981.

primary schools; school leaving; secondary schools; Australia

This paper has as its purpose the developing of a set of planning principles or recommendations to assist both primary and secondary schools to prepare children for transition and to assist them to deal more adequately with the problems and anxieties associated with transition from primary to secondary school.

AUL 074
Grosvenor J S and Houston D J

Transition Education in South Australian TAFE: A Policy Review. Volume I: Policies, Decision Making and Organisation: The Chronology of Development. Department of Technical and Further Education, Adelaide, 1982, 390p.

educational policies; school leaving; technical education; Australia

This study used qualitative methodology for describing the 1981 transition education program, its antecedents and development. The notions of policy and processes of policy formulation provide the main analytical threads. Different conceptions of policy and a range of policy processes are identified. Operational issues and planning prospects are explored in the contexts of South Australian TAFE and the State's educational system at large.

AUL 075
Hampstead T F, Ford J E and Hird W N

An Administrative Team Development Program. Studies in Educational Administration, 18, Commonwealth Council for Educational Administration, The University of New England, Armidale, New South Wales, 1980, 10p.

administrator role; leadership training; team training; Australia

The Administrative Team Development Project concentrated on the administrative team, rather than on individual development. Phase one was devoted to an initial team building exercise focusing on school climate. In Phase two teams chose from a series of options on the basis of their perceived needs. The third phase constituted a review and evaluation of their activities.

AUL 076
Hannaford K StC

Report of a Survey into the Use of Learning Resources in Further Education Colleges in South Australia. Department of Technical and Further Education, Adelaide, 1981, 58p.

instructional materials; provincial surveys;
technical colleges; Australia

The purpose of the study was to determine the perception and attitudes of college staff to using learning resources; the awareness and attitudes of college staff towards existing resources and the roles of existing resource centres; and the factors inhibiting the effective use of learning resources. The survey concluded that learning resources are generally regarded by lecturers as "icing on the cake" and their uses are determined by the needs of lecturers rather than the needs of students.

AUL 077
Hannah W, Stace D and Yacopetti P

Management Information Systems in Higher Education. Institute for Higher Education, Armidale, New South Wales, 1982.

higher education; information systems; management systems; Australia

AUL 078
Hardman R D

Authority Bases of Victorian Primary School Principals. University of Melbourne, 1980, 107p.

administrator role; primary schools; principals; Australia

The purpose of this study was to investigate the possibility of identifying and describing the bases of authority of primary school principals. The study also attempted to determine how primary school principals have adapted to changes in the school situation brought about by the introduction of the Schools Councils legislation of 1975. Four bases of authority were identified, namely, authority based on legitimacy, authority based on position, authority based on human relations skills (authority of person), and authority based on training or experience (authority of competence).

AUL 079
Harman G

The Financing and Control of Australian Tertiary Education: The Roles of Federal and State Governments. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 23p.

central provincial relationship; educational finance;
higher education; Australia

AUL 080
Harman G

Exploring Politics in Education: Some Barriers and Some Theoretical Considerations. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 38p.

educational policies; political factors; Australia

AUL 081
Harman G

The Education Policy Process at State Level: Some Comments about an Australia-United States Comparative Study. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1981, 19p.

comparative analysis; policy formation;
provincial departments of education; Australia

AUL 082
Harman G

The 'Razor Gang' Decisions, the Guidelines to the Commonwealth Education Commissions, and the Australian Education Policy. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1981, 44p.

central government; educational policies;
educational finance; Australia

AUL 083
Harris L

Evaluation of New Building Design Relocatable Preschool Centre. Planning Branch, Department of Education, Brisbane, 1983.

facilities design; relocatable facilities;
preprimary education; Australia

AUL 084
Harris L et al

National Survey of Students from Non-English Speaking Backgrounds: Queensland Report. Planning Branch, Department of Education, Brisbane, 1981.

disadvantaged groups; second language; students; Australia

AUL 085
Henderson J C

College Renewal: The Carlisle Experience. Technical Education Division, Education Department, Perth, 1982, 11p.

case studies; college administration; technical education; Australia

College renewal is an approach which has been used by the Staff Development Section of TAFE in Western Australia as a means of developing sections of colleges, of changing their behaviour and the way in which they perform. This paper examines what happened at Carlisle Technical College, one of the TAFE Colleges which has undergone the process.

AUL 086
Henderson J C and Warnock R

Technological Updating/Retraining Needs of TAFE Personnel in Western Australia. Technical Education Division, Education Department, Perth, 1982, 58p.

educational needs; provincial surveys; technical education; Australia

This report presents the findings of the technological updating/retraining survey conducted in 1981. The report examines the implications for staff development in TAFE, Western Australia, and updating requirements for the next three years.

AUL 087
Hewlett M

Adjusting the Focus: A Case Study of the Practical Preconditions for Successfully Implementing Evaluation Procedures in Schools. Studies in Educational Administration, 28, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales, 1982, 10p.

administrative principles; evaluational methods;
school supervision; Australia

The author considers general factors which appear to have resisted the introduction of innovative schemes to improve school practice. Three preconditions for success in implementing evaluation programs are discussed: a concerted involvement of administrators, inspectors and teachers at all levels; a clear explanation of purpose; and a careful attention to routine preparation and organisation at an operational level in schools.

AUL 088
Hill M and Schramm T

Planning for New Schools: Planning Criteria, Vocational Requirements and Acquisitions Procedures of the Queensland Department of Education. Planning Branch, Department of Education, Brisbane, 1982.

provincial departments of educational; school mapping;
school planning; Australia

AUL 089
Hinkly O M

Change from a Traditional to an Open Space Teaching Environment. Adelaide, 1981, 51p.

educational innovations; environmental influences;
open learning systems; Australia

The investigator planned to monitor the reactions and adaptations of the staff to their changed environment during the first semester of 1981. As a result of this investigation two recommendations were made: that the planners of any new building consult with the people who have to work in the new environment; that upon completion there be a formal monitoring of the effectiveness of the new environment as a teaching unit by the users, Departmental officers and the Public Buildings Department.

AUL 090
Hobbs T

Evaluation of Work Experience Programs for Queensland State Secondary Students - 1981. Research Branch, Department of Education, Brisbane, 1982.

public school systems; secondary school students; work experience; Australia

AUL 091
Hocking H and Byers P

Assessing Community Needs for Further Education: A Participative Approach. Research Branch, Education Department, Hobart, 1983, 51p.

educational needs; lifelong education; technical education; Australia

The study was an attempt to explore an alternative methodology for gathering information on a community's needs for further education. The study showed the contrast between providers' and consumers' concepts of need and provision, and showed the potential bridge which may exist in using existing community groups to provide information.

AUL 092
Hocking H, Poult P and Burns K

Establishing a Data Base for Monitoring Further Education Developments in Tasmania. Research Branch, Education Department, Hobart, 1981, 60p.

data collection; information systems; technical colleges; Australia

The project is seen as constituting Stage I of a longer term monitoring process. The major objective is to establish a data base that will facilitate subsequent review of community college development. The study consists of the collection and collation of a range of statistical information on students, courses, teachers, resources and finance; surveys of attitudes of staff, students, administrators and community; general historical and descriptive background; and a case study type approach to analysis of such an organisational change.

AUL 093
Hogan M and West P

Making Policy in a Changing Context: The Educational Policy Process in New South Wales. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 136p.

educational policies; policy formation; social change; Australia

AUL 094
Hughes P

Review of Efficiency and Effectiveness of the Education Department. Tasmanian Government Printer, Hobart, 1982, 415p.

educational reform; performance factors;
provincial local relationship; Australia

This volume considers appropriate decision-making structures for the central authority, the regions and the schools; defines the organisational forms best suited to these structures; analyses historical changes and then deals in detail with overall organisational structure, management processes, corporate planning and program budgeting, policy development, employment issues and accommodation. It closes with recommendations for a new organisation involving three divisions and three regions and outlines the necessary research, computer and curriculum services for implementation.

AUL 095
Hughes P W et al

Report of Working Party to Review University Administration. University of Tasmania, Hobart, 1983, 37p.

administrative organization; higher education; universities; Australia

The purpose of the review was to consider the role of Administration in the University, priorities in services, the effectiveness of senior management, levels of staffing and funding, relations between Administration and the academic community and related matters. These were the basis for recommendations on structure, on policy development and the specification of functions, on appropriate forms and processes for Administration, in particular relating policy to financial planning.

AUL 096
Humphrey S

Student Survival: Mature Age Students Returning to Study in TAFE. New South Wales Department of Technical and Further Education, Sydney, 1980, 22p

adult students; retention; technical education; Australia

This paper considers student survival from the point of view of an educational administrator; some practical conclusions from research and practice; ways that TAFE in NSW looks at the student and his/her needs; how TAFE can ensure that students achieve their educational objectives.

AUL 097
Hunt A H and Lacy N

Green Paper on Strategies and Structures for Education in Victoria. Education Department, Melbourne, 1980, 28p.

decentralization; educational reform;
provincial departments of education; Australia

AUL 098
Jacobs V

Student Attrition at Hobart Technical College. Research Branch, Education Department, Hobart, 1981, 60p.

administrative problems; educational wastage;
technical colleges; Australia

A pilot project was undertaken at Hobart Technical College to investigate reasons for student withdrawal in some selected courses. The purposes of the study were: to establish accurate data on attrition rates and to highlight any administrative problems in collecting this information; to investigate reasons for withdrawal and recommend any possible actions to alleviate problems leading to withdrawal.

AUL 099
Jansen S J

Teacher Participation in School Based Decision Making: A Case Study. Flinders University of South Australia, Adelaide, 1981.

decision making; school administration;
teacher participation; Australia

The purpose of this study was to investigate the possible relationships that might exist between certain demographic variables and teacher participation in school based decision making in selected decision areas. These areas are school administration, curriculum and learning experiences, pupils and pupil activities, teachers and teacher activities, and community school relations.

AUL 100
Jones A W

How Free are Principals to Lead? Bardon Professional Development Centre, Department of Education, Brisbane, 1980.

administrative problems; administrator role; principals; Australia

AUL 101
Jones A W

Decentralization in the Central State: Some Aspects of the Policy Making Process in the Education Department of South Australia. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 80p.

decentralization; policy formation;
provincial departments of education; Australia

AUL 102
Jones E H

The Western Australian Institute of Educational Administration: History 1968-1980. Western Australian Institute of Educational Administration, Perth, 1980, 48p.

educational administration; professional associations; Australia

The study emphasises the essential features of a voluntary organisation as regards requirements for membership; the development of policies in pursuit of its objectives; a democratic form of government and the conferment of rights upon its members with acceptance of responsibilities.

AUL 103
Kendall L R

TAFE for Aborigines. Technical and Further Education Commission, Canberra, 1977, 245p.

access to education; disadvantaged groups;
technical education; Australia

The purpose of this investigation was to explore the TAFE needs of Aborigines and, where appropriate, to recommend broad guidelines for future action. The major issues which emerged from this investigation were the need for: the systematic collection of statistical data relevant to Aboriginal participation in TAFE; for the re-orientation of many existing TAFE resources to ensure their greater utilisation by Aborigines; and the increased development of a number of special community based programs to better meet the particular needs of many Aboriginal communities.

AUL 104
Kerr I A

New Growth in Post Secondary Education. Educational Planning Branch, Department of Technical and Further Education, Sydney, 1980, 20p.

educational finance; enrolment trends; higher education; Australia

The second half of the 1970's saw a rapid decrease in the established growth of University and CAE enrolments. This has important implications for funding, for possible redefinition of traditional boundaries between the three sectors, for the viability of some smaller CAEs, and for staffing and promotion opportunities in post secondary education. In the absence of major government policy shifts on the respective roles of the sectors, low or no growth in the University/CAE spheres and continued strong growth in TAFE seems likely.

AUL 105
Kinhill Pty.Ltd

Northern Region TAFE Survey 1980. Melbourne, 1980. 38p.

enrolment trends; regional surveys; technical education; Australia

The aim of the survey was to assist the Northern Regional Council for Technical Education to identify the educational trends that are emerging within the region. The survey reviews enrolments in northern regional TAFE schools/colleges for apprenticeship training, certificate courses, full time Tertiary Orientation Programs and adult evening classes, during the period 1976 to 1980.

AUL 106
Kinnear D H, Kuhl D H and Parkinson K J

The Planning and Implementation of an Australian TAFE Clearinghouse System. South Australia Department of Further Education, Adelaide, 1980, 150p.

administrative organization; information centres;
technical education; Australia

This document describes the procedures for implementing a Technical and Further Education (TAFE) Clearinghouse system within Australia.

AUL 107
Kuhl D H and McCarthy J (eds)

The Processes of Curriculum Development in TAFE: Proceedings of an Australian Association for Research in Education Conference - Workshop held at Regency Park Community College, November 11, 1981. Department of Technical and Further Education, Adelaide, 1982, 139p.

administrative organization; curriculum development;
technical education; Australia

The aims of the Conference-Workshop were to: inform the participants of the processes of TAFE curriculum development within and across all States and Territories of Australia, especially as they referred to administrative activity; and to discuss implications of the findings of the Broderick report at local and national levels.

AUL 108
Lamont A

Distance Education: Research in Queensland. Research Branch, Department of Education, Brisbane, 1981.

distance education; provincial programmes; Australia

AUL 109
Lane R J

The Development and Implementation of the ACT Schools Accreditation System. Canberra College of Advanced Education, 1980.

accreditation (institutions); administrative organization;
upper secondary schools; Australia

When ACT secondary colleges opened in 1976 they constituted the first government senior secondary system in Australia to design their own curricula and assess their own students under the general direction of their own college boards and within broad system guidelines. An Accrediting Agency was set up to approve the courses of study devised by the colleges, determine assessment procedures, arrange certification of students' attainments and negotiate acceptance of students' qualifications with tertiary institutions and employers.

AUL 110
Lane T J

How Critical is Critical Theory? Studies in Educational Administration, 32, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales, 1983, 7p.

critical thinking; educational administration; social change; Australia

The author argues that critical social theory is not as reflective as its proponents claim. While the language of behavioural science differs from critical theory, both are caught in their metaphors and neither appears conscious that their realities and metaphors are not independent.

AUL 111
Liesch J R (ed)

Comparative Perspectives on Futures in Education. Australian Comparative and International Education Society, Sydney, 1982, 203p.

educational policy trends; educational reform;
political issues; Australia

Proceedings of the Tenth Annual Conference of the Australian Comparative and International Education Society.

AUL 112
Lindsay A W

A Model for Investigating Feasible Input Output Relationships with Application to Australian Universities. Macquarie University, Sydney, 1980.

higher education; models; performance criteria; Australia

This study has been designed to develop a convex polytope model which is considered to have a number of advantages over the traditional input output ratio and linear regression techniques. The model can accommodate multiple inputs and outputs, joint production, nonlinear input output relationships, and data for individual institutions rather than the typical values for an institutional set. As a management tool the model provides information on the relative performance of institutions and estimations of feasible improvements.

AUL 113
Macpherson R J S

Role Conflict: The Role of Deputy Principals in Western Australian High and Senior High Schools. University of New England, Armidale, New South Wales, 1981.

administrator role; principals; secondary schools; Australia

The study reported in this thesis has examined two interrelated issues: role conflict theory with particular reference to organisational analysis, and the attitutdes and contemporary role of Western Australia's deputy principals.

AUL 114
Mahoney J and Schramm T

A Preliminary Study of the Accrual and Utilisation of Long Service Leave. Planning Branch, Department of Education, Brisbane, 1982.

leave of absence; teaching conditions; Australia

AUL 115
Marland P W

Aspects of Supervision in Teaching Practice. James Cook University of North Queensland, Townsville, 1981.

administrative principles; preservice teacher education;
teacher supervision; Australia

The four themes are: observation in supervision; training for supervision; remediation in supervision; and interpersonal communication in supervision.

AUL 116
McConchie E M and Pascoe-Webb R J

Intersectoral Education Planning: Two Papers. Office for ACT Further Education, Canberra, 1981, 34p.

educational planning; integrated activities;
higher education; Australia

The paper contains copies of two addresses given at a conference on intersectoral education planning in the Australian Capital Territory in February 1981. The first address covers the responsibilities and activities of the ACT TAFE system and the current and likely future relationship between general and vocational education. The second address looks at the background of some of the main planning factors in Canberra's demographic, social and economic areas of interest to educational planners.

AUL 117
McGaw B, Browne R K and Turner T J

Teacher Education Policies for Australia: An Empirical Investigation of Policy Preferences. Murdoch University, Perth, 1979, 435p.

educational policies; teacher education; Australia

AUL 118
McKenzie P and Keeves J P

Eight Education Systems: Resource Allocation Policies in the Government School Systems of Australia and New Zealand. Australian Council for Educational Research, Hawthorn, Victoria, 1982, 210p.

educational policies; public school systems;
resource allocations; Australia

This report documents the ways in which eight government education systems allocate staff and resources to schools. Differences and new developments are noted in order to suggest future initiatives; and similarities are described so that the foundations of policies can be elucidated. Detailed compilations of the staffing formulae used by each system are reported. It is suggested that there should be a greater recognition of school-determined priorities. It also suggests basing a proportion of school staffing on school needs using a system of prospective reviews of circumstances and programs.

AUL 119
Mildern D and Mulford W

The Game Changed: The Educational Policy Making Process in the Australian Capital Territory. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 85p.

policy formation; regional planning; Australia

AUL 120
Mitchell I

TAFE Staff Development Report: Vocational Agricultural Education. Planning Services, Education Department, Melbourne, 1980, 29p.

agricultural education; educational innovations; personnel management; Australia

The innovations of greatest interest are considered to be the practical skills training schools in Holland, the National Proficiency Test Scheme, and the procedures for providing agricultural education developed by the Agricultural Training Board in England. Although not all of these have been recommended, they do provide good models for adaptation in Victoria and thus should be considered carefully.

AUL 121
Monash University. Centre of Policy Studies

The Changing Patterns of School Enrolment and their Implications for Educational Policy and Management. Monash University, Melbourne, 1981, 144p.

administrative problems; educational policies; enrolment trends; Australia

AUL 122
Murphy J

School Administrators Besieged - A Look at Australian and American Education. Schools Commission, Canberra, 1979, 30p.

administrator role; comparative analysis; school administration; Australia

This study was carried out under the auspices of the Australia-U.S. Education Policy project.

AUL 123
National Council of Independent Schools

School Governance in the Eighties. Sydney, 1981, 142p.

educational policy trends; school administration;
school governance; Australia

AUL 124
New South Wales. Board of Adult Education

The Training of Adult Educators in New South Wales. Sydney, 1980, 38p.

adult educators; leadership training; Australia

This publication records the work of a committee set up by the Board in 1979 to report on the training of adult educators and contains a number of recommendations to improve access to programs and lead to a range of training programs to meet all sections of provision.

AUL 125
New South Wales. Board of Adult Education

Adult Education Centres - A Guide to their Formation and Management. Third edition. Sydney, 1981, 58p.

administrative organization; administrative principles;
adult education programmes; Australia

This book is designed to assist community organisations in all facets of running adult education courses, from forming a centre and drawing up a constitution to the legal and financial management side of the administration. Other chapters offer advice on how to plan programs and courses and secure tutors and accommodation.

AUL 126
New South Wales. Department of Technical and Further Education

Task Force on Procedures and Practices in Curriculum Development: A Discussion Paper. Department of Technical and Further Education, Sydney, 1982, 50p.

administrative principles; curriculum development;
technical education; Australia

There is an attempt to identify current practices and procedures and to relate them to needs of schools, colleges, regions and teachers. A theoretical base is proposed for curriculum activities within the Department.

AUL 127
Parkinson K J

Consultant's Report on a Corporate Plan for TAFE in the Northern Territory.
Department of Education, Darwin, 1982, 23p.

educational policies; provincial planning;
technical education; Australia

This report results from a brief consultancy in the Northern Territory, outlining elements of a corporate plan for TAFE in the Territory and raising questions seen as being in need for resolution in the development of such a plan.

AUL 128
Powys J and Crew N

The Learning Needs of the Adult Community of the Northern Tablelands of New South Wales. Board of Adult Education, Sydney, 1981, 69p.

adult education; educational needs; regional surveys; Australia

This report is based on a study undertaken by the New England Rural Development Association in 1976 to examine the social and educational needs of people in rural areas. It sought to determine the extent, type and content of continuing education needs in the New England area.

AUL 129
Praetz H

Public Policy and Catholic Schools. Australian Council for Educational Research, Hawthorn, 1982, 94p.

central provincial relationship; educational finance;
religious institutions; Australia

This study describes changes in Federal and State Government funding of Catholic schools between 1945-81 in Australia. The impact on the administration, autonomy and identity of Catholic schools is analysed and future options are discussed. It is claimed that whereas recent policy changes have ensured the survival of Catholic schools throughout Australia, their independence and identity are now at risk.

AUL 130
Pusey M

The Legitimation of State Education Systems. Australia and New Zealand Journal of Sociology, 16, 2, 1980, p.45-52.

public school systems; provincial departments of education;
social attitudes; Australia

The first part of the paper seeks to explain why state education systems in 'advanced' or 'postindustrial' societies are preeminently susceptible to legitimation crisis. This is followed by a closer identification of particular points of strain and legitimation 'deficit'. The third section of the paper seeks to explain who state education systems seek to offset these problems by producing new legitimations.

AUL 131
Pyke L H

Multiple Funding. Curriculum Research and Development, Technical Education Division, Perth, 1982, 11p.

educational finance; resources; technical education; Australia

The report reviews the potential for multiple or mixed funding for student and staff projects in TAFE; looks at government and private funding sources; and recommends a reorganisation of education funding.

AUL 132
Queensland. Department of Education

The Organisation and Operation of the Department of Education: An Overview. Department of Education, Brisbane, 1978.

administrative organization;
provincial departments of education; Australia

AUL 133
Queensland. Department of Education

Co-operative School Evaluation: An Overview - Introducing Co-operative School Evaluation - Working for School Improvement. Department of Education, Brisbane, 1982.

evaluation methods; school supervision; provincial programmes; Australia

AUL 134
Queensland. Department of Education

School Based Evaluation. Department of Education, Brisbane, 1982.

evaluation methods; school supervision;
provincial programmes; Australia

This is a set of ten publications which contains: School based evaluation: An introduction; Planning for school based evaluation; Techniques of evaluation: An overview; Techniques of evaluation: observation; Techniques of evaluation: interviews; Techniques of evaluation: tests; Techniques of evaluation: group procedures; Evaluation results: analysing evaluation information; Reporting progress and results in a school based evaluation program.

AUL 135
Queensland. Professional Development Centre

The Inspector and the Curriculum. Department of Education, Queensland, 1979, 240p.

administrator role; curriculum development; inspectors; Australia

AUL 136
Roach D

Technical and Further Education in 1985: TAFE Western District. Warrnambool Institute of Advanced Education, Warrnambool, 1980, 34p.

programme planning; regional planning; technical education; Australia

This report is designed to give some regional overview for the conduct of TAFE programs in 1985. Projections are made regarding possible enrolments on both a regional basis and at each providing centre. A possible structure for the best conduct of these programs is implied.

AUL 137
Rooney J A J

Management of Contraction: A Case Study. Canberra College of Advanced Education, Canberra, 1980.

administrative problems; enrolment trends; unit costs; Australia

The nature of this project is that of a case study which outlines the impact of contraction on an inner city high school. The study shows that 'management of contraction' is needed to administer the school's rising cost per pupil; and for the school to continue to provide a suitable curriculum with reduced teaching personnel and resources. The effect of redundancy and compulsory transfer on teachers has been observed, as have the administration efforts to maintain staff morale by participative decision making and other means.

AUL 138
Ross K N

Social Area Indicators of Educational Need: A Study of the Use of Census Descriptions of School Neighbourhoods in Guiding Decisions Concerning the Allocation of Resources to Educationally Disadvantaged Schools in Australia. Australian Council for Educational Research, Hawthorn, Victoria, 1983, 213p.

demography; disadvantaged groups; resource allocations; Australia

AUL 139
Rumsey D J

Trends in Participation in Education and the Labour Force in New South Wales. Ministry of Education, Sydney, 1979, 63p.

labour force; provincial surveys; student participation; Australia

The study examines participation statistics for education and the labour force in New South Wales from 1974 to 1977 inclusive, using enrolment data from schools, technical colleges, colleges of advanced education, universities, and data from the Australian Bureau of Statistics (Monthly Population Survey), Department of Employment and Youth Affairs (Monthly Review of Employment Situation) and other organisations. It is noted that significant structural changes are occurring which will have long term implications for the provision of school and post school education.

AUL 140
Rush M

Studying the Implication of Federal Policy on TAFE Staff Development. Department of Technuical and Further Education, Sydney, 1979, 133p.

central government; educational policies;
personnel management; Australia

This project sets out to determine whether or not it is possible to establish an association between federal policy and educational practice. Although there are a number of methodological problems associated with delineating and organising federal policy into an appropriate framework for examining the policy practice linkage, such an association can be shown to exist. It is also concluded that, for the case study selected, a strong association exists between ACOTAFE/federal policy and educational practice defined in terms of staff development activities for teachers in the New South Wales Department of Technical and Further Education (July 1975-December 1976).

AUL 141
Ryan R J

The Administration of Technical and Further Education in Victoria. Centre for the Study of Higher Education, University of Melbourne, Parkville, 1982, 38p.

administrative organization; provincial departments of education;
technical education; Australia

Policy factors involved in the establishment of a separate administration for technical and further education in Victoria are described and analysed. Three features stand out: the greater importance of the evolution of historical trends within the Victorian system; the existence of a widespread constituency for TAFE in the business community; and the far greater importance of decision-making at the political level.

AUL 142
Sale/Bairnsdale Combined Technical Schools Committee

TAFE in East Gippsland: A Survey of Educational Needs. Gippsland Regional Council for Technical and Further Education, Sale, 1981, 177p.

educational needs; regional surveys; technical education; Australia

The document indicates existing and potential areas of deficiency. The summary stresses the problems of communication, the need for an outreach program, and the necessity for the development of a strategy plan for the region.

AUL 143
Scholefield R M

Preparation of a Charter for the Department of Further Education: A Description of the Process. South Australia Department of Further Education, Adelaide, 1980, 7p.

administrative organization; provincial departments of education;
technical education; Australia

Department of Further Education aims and objectives had been stated in various forms over a period of years and it was necessary to crystallise existing views and objectives into one clear statement. It was considered by the Committee that consultation throughout the Department was an essential part of such a project. This publication describes the consultative processes which resulted in establishment of the Charter of the Department of Further Education.

AUL 144
Schramm T D

Manpower Planning on Forecasting Teacher Demand and Supply: An Australian Background, with Particular Reference to the Teacher Surplus of the Seventies. University of New England, Armidale, New South Wales, 1980.

manpower development; national planning;
teacher supply and demand; Australia

Theoretical considerations of manpower planning and forecasting overseas are discussed in full, as well as forecasting teacher supply and demand in Europe, UK and USA. The thesis then moves to a discussion of manpower planning in Australia from immediately post war to present day; historical aspects of teacher demand, a definition of teacher supply and factors affecting teacher demand in Australia are discussed in full. The future demand for a supply of teachers in Queensland is looked at. Reactions of various groups to change in employment conditions and the specific reaction of women is considered.

AUL 145
Schramm T D and Stephens D A

Student Movement into and within Queensland, 1982. Planning Branch, Department of Education, Brisbane, 1982.

enrolment trends; student mobility; Australia

AUL 146
Scott A and Scott R

Reform and Reaction in the Deep North: Education and Policy Making in Queensland. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 90p.

policy formation; educational reform; provincial government; Australia

AUL 147
Seaforth Technical College

A Managerial Analysis of TAFE. Seaforth, New South Wales, 1981, 59p.

administrative organization; educational planning;
technical education; Australia

The report covers structure, finance, staff, students and community involvement. It recommends the publication of a corporate plan, decentralisation, and a more equitable approach to program funding.

AUL 148
Selby Smith R

Decision Making in Education: The Education Policy Process in Tasmania. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 87p.

decision making; policy formation;
provincial departments of education; Australia

AUL 149
Shears L W and Dale E C

Computers in Education. Ministry of Education, Melbourne, 1983, 96p.

computers; educational innovations; educational technology; Australia

AUL 150
Shears L W and Matthews J K

Youth Policies. Ministry of Education, Melbourne, 1983, 125p.

educational policies; youth programmes; Australia

AUL 151
Silver P

Women in Educational Administration. Professional Development Centre, Department of Education, Queensland, 1981, 11p.

educational administration; leadership; women workers; Australia

AUL 152
Simmons V (ed)

TAFE Program Development Plan: Vol.2, Focus '92; Summary Data. TAFE Board, Hawthorn, Victoria, 1983.

programme planning; provincial surveys;
technical education; Australia

Focus '92, the second phase of the TAFE Program Development Plan, represents the first attempt in Victoria to survey the whole State in order to ascertain needs and priorities. There are four tables for each region: the percentage distribution of program types; the percentage distribution of fields; the extent of overlap between community, industry and provider; and the reasons respondents gave for their choices.

AUL 153
Simmons V (ed)

Focus '92 Regional Listings: Additional Program Types, Additional Specialisations, Comments, November 1982. TAFE Board, Hawthorn, Victoria, 1982.

programme planning; provincial surveys;
technical education; Australia

As part of the project, the survey Focus '92 was conducted in all regions throughout the State to establish educational needs and priorities from the perspective of three sample groups - community, industry and provider. This volume contains unedited listings for all sample groups in all regions of respondents' own additions to the framework provided by the survey instrument, and a selection of respondents' comments on the reasons for their responses.

AUL 154
Simmons V

Focus '92 Life Skills: A Growth Area for TAFE; Occasional Paper. TAFE Board, Hawthorn, Victoria, 1983, 20p.

educational needs; skill development; technical education; Australia

A major theme was the emerging need for life skills. The paper examines the evidence of the need for life skills from the data for Focus '92. The survey indicated a need for life skills programs to be developed in their own right and for life skills education to be incorporated in existing programs.

AUL 155
Simpkins W S

The Credibility of Leaders: Appearances and Idealisations. Studies in Educational Administration, 17, University of New England, Armidale, New South Wales, 1979, 7p.

administrator role; leadership; mass media; Australia

This article is an interpretation of media comments on Australian leaders over a six-month period. Evidence suggests that leaders' good standing rests on the way they live up to expected multiple idealisations of the leadership role. These idealisations are briefly discussed, together with some of the perplexities leaders face in matching appearances with idealisations.

AUL 156
Sinclair D A

A Comparative Study of Co-operative School Evaluation: With Special Reference to Secondary School Review Boards in Victoria. La Trobe University, Melbourne, 1981.

evaluation methods; provincial departments of education;
secondary schools; Australia

School review boards involve a three-phase process of cooperative school evaluation, including an internal school self-study, and external team evaluation visit and report, together with a post-review follow-up phase. The study is set in the organisational context of the Victorian public education system, together with a comparative context involving school supervision and evaluation in the United States of America.

AUL 157
Smart C and Alderson A C

The Politics of Education in Western Australia: An Exploration Study of State Education Department Policy Making. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 123p.

policy formation; political factors;
provincial departments of education; Australia

AUL 158
Soliman I et al (eds)

A Model for School Based Curriculum Planning. Curriculum Development Centre, Canberra, 1981, 61p.

curriculum planning; models; school administration; Australia

AUL 159
South Australia. Committee of Enquiry into Education

Education and Change in South Australia: First Report. Department of Education, Adelaide, 1981, 1v.

educational reform; official reports; social change; Australia

AUL 160
South Australia. Committee of Enquiry into Education

Education and Change in South Australia: Final Report. Adelaide, 1982, 303p.

educational policy trends; educational reform;
provincial planning; Australia

AUL 161
South Australia. Department of Technical and Further Education

A Background to Planning in the Department of Further Education. Department of Technical and Further Education, Adelaide, 1980, 59p.

administrative problems; educational planning;
provincial departments of education; Australia

This document describes the procedures relevant to Departmental planning and identifies problem areas within those procedures. The value of the document lies in the opportunities which it provides for improvement of planning/ management procedures related to the Department's educational program.

AUL 162
South Australia. Department of Technical and Further Education

Equal Opportunity for Women in TAFE: Conference Report. Adelaide, 1982, 69p.

disadvantaged groups; equal opportunities (jobs); women workers; Australia

This is a report of a conference held on June 4, 1982. A major aim was to increase women's participation in management and to promote women's career paths in TAFE. This document contains major speeches given at the conference, and recommendations for policy and action in the Department of Technical and Further Education in South Australia.

AUL 163
South Australia. Planning Committee

A Background to Planning in the Department of Further Education. Department of Further Education, South Australia, 1980.

administrative organization; educational planning; technical education; Australia

The Planning Committee of the Department was established in December 1978. Its initial task was to evolve a process to develop a master plan for the Department, based on educational parameters. This document describes the procedures relevant to Departmental planning and identifies problem areas within those procedures.

AUL 164
South Australia. Training and Development Branch

A Review of the Work and Organisation of the Training and Development Branch, 1978. Department of Further Education, Adelaide, 1979, 103p.

administrative organization; personnel management; technical education; Australia

The principal concern of the review was how best to provide effective training, and training and development services within the Department of Further Education and to its clients. This document contains details of historical background, submissions to the Review Committee, a survey of participants, and outlines findings and conclusions.

AUL 165
Sproull B

The Types, Functions and Attitudes of Schools Resource Sharing Networks: Implications for Decision Making in Victoria. Melbourne State College, Melbourne, 1981.

decision making; interinstitutional cooperation;
resource allocation; Australia

The aim of the present study was to clarify the relationship between the present types of services and to arrive at suitable guidelines for the effective support of school programs.

AUL 166
Stevenson J and Rouessart D

Post Compulsory Education, Present Perspectives and Possible Future Directions. Curriculum Branch, Division of TAFE, Department of Education, Brisbane, 1982, 11p.

adult education; educational policy trends;
technical education; Australia

In this paper TAFE presents its perceptions of what Secondary Education seems to be doing, its reasons for doing so, and the implications for TAFE. An overall picture of educational offerings in TAFE is then presented, and TAFE's response to students in such courses. Finally, models are explored, and some aspects of the most desirable model for future planning of long-term goals of both sectors are briefly described.

AUL 167
St John E P

The Policy Process in Higher Education: A Strategic Approach. Institute for Higher Education, Armidale, 1981, 77p.

educational planning; higher education; policy formation; Australia

AUL 168
Tasmania. Division of Further Education

Triennial Submission 1982-1984 to Technical and Further Education Council, Tertiary Education Commission. Education Department, Hobart, 1980, 85p.

educational policy trends; higher education;
provincial planning; Australia

The submission covers a summary of major recent developments in further education in Tasmania from 1975-1979, a survey of statistical trends and planned major initiatives up to 1984. Details of major building programs are included. The submission also covers resource implications for courses for women, courses for the handicapped, country education and external studies.

AUL 169
Tasmania. Division of Further Education

Committee of Inquiry into the Needs of Women in Further Education, Tasmania, 1979 Report. Division of Further Education, Hobart, 1981, 40p.

official reports; technical education; women workers; Australia

The first part of the report examines the role of women in further education in Tasmania; changes in education and workforce participation of women and girls; problems of women's access and barriers to increased participation; as well as the special needs of adult learners. Part 2 relates specifically to employment of women in further education. Part3 proposes a program for the future.

AUL 170
Tasmania. Education Department

White Paper on Tasmanian Schools and Colleges in the 1980s. Hobart, 1981, 162p.

colleges; official reports; school systems; Australia

AUL 171
Thom D J

A Teaching Bibliography for Educational Administration. Studies in Educational Administration, 33, Commonwealth Council for Educational Administration, University of New England, Armidale, New South Wales, 1984, 20p.

educational administration; leadership training; literature; Australia

This is a general bibliography of standard texts, recent books, articles and periodicals, intended for use by teachers and students of educational administration.

AUL 172
Thorogood R

Current Themes in Vocational Education and Training Policies and Systems: An Overview. Technical Education Division, Perth, 1982, 71p.

educational policy trends; educational systems;
vocational education; Australia

This report examines vocational education and training policies and systems in Australia and overseas, and addresses the following questions: why certain trends are perceived as desirable for vocational education and training; what options have been considered and why; whether there are any common themes in these trends, and their underlying rationale. It also examines a mix of 'healthy' State and local economies as well as those suffering degenerative malaise.

AUL 173
Twynam P

Report on the Programmes of Adult Education Funded under the Adult Education Grants Scheme of the Technical and Further Education Council in South Australia in 1980. Tertiary Education Authority of South Australia, Adelaide, 1981, 85p.

adult education; educational finance; projects; Australia

The Technical and Further Education Council provides funds in support of programs of adult education conducted by voluntary non-government groups and organisations. In 1980, $42,000 were distributed among 54 projects in South Australia. This publication is a collection of reports, by an evaluation consultant, on the individual projects funded under the scheme.

AUL 174
Urvet M, Heatley A J and Alcorta F X

A Study in Transition: Education and Policy Making in the Northern Territory. Centre for the Study of Higher Education, University of Melbourne, Melbourne, 1980, 115p.

policy formation; provincial programmes; school leaving; Australia

AUL 175
Van Heyster A

Tasmanian Aborigines and Further Education. Division of Further Education, Hobart, 1981, 69p.

educational needs; provincial surveys; technical education; Australia

Information was mainly gathered by interviews of Aboriginal students, community members and representatives of Aboriginal organisations. Needs identified included more awareness of further education provisions, support through both financial and tutorial assistance, more opportunities in country areas, literacy and numeracy courses, pretrade and prevocational courses, preference for Aboriginal tutors, and management skills for Aborigines actively working in community organisations.

AUL 176
Varley P J, Tainton B E and Worthington R W

Evaluation of Educational Provisions for Isolated Children Enrolled with the Primary Correspondence Schools in Queensland. Research Branch, Department of Education, Brisbane, 1983.

correspondence schools; primary schools; rural areas; Australia

AUL 177
Victoria. Committee of Enquiry into Teacher Education

Teacher Education in Victoria: Final Report. Government Printer, Melbourne, 1981, 74p.

official reports; provincial programmes; teacher education; Australia

AUL 178
Victoria. Education Department

White Paper on Strategies and Structures for Education in Victorian Government Schools. Government Printer, Melbourne, 55p.

administrative organization; official reports;
public school systems; Australia

AUL 179
Victoria. Implementation Task Force

Present and Future Context for the Victorian Education Department. Education Department, Melbourne, 1981, 93p.

educational planning; provincial departments of education;
social change; Australia

Contains three papers: The nature of the educational task in 1991 and beyond: exploring a future for primary and post primary education; The size of the State educational system to 2001: a set of projections; and Victorian education regions in 1980.

AUL 180
Victoria. Ministry of Education

The School Improvement Plan. Melbourne, 1982, 16p.

educational policies; inservice education;
school organization; Australia

AUL 181
Victoria. Ministry of Education. Organisations Reference Group

Ministerial Review of Educational Policies: Second Report. Ministry of Education, Melbourne, 1981, 39p.

educational policies; official reports;
provincial government; Australia

The report is presented in three parts: relationship between the Education Department and other education related bodies; specialist education support services; and responses to installation working party reports.

AUL 182
Victoria. Planning Services

A Study of Community Expectations of State Education in Victoria, 1980. Education Department, Melbourne, 1980, 2v.

provincial surveys; public school systems; social attitudes; Australia

AUL 183
Victoria. State Council for Technical Education

State Council for Technical Education: Final Report. Melbourne, 1980, 58p.

educational policies; provincial departments of education; technical education; Australia

The report focuses on each element of the Council's responsibilities, describing the membership, projects, responsibilities, issues and recent formulation of the sub-committees established by the Council. The sections are: TAFE priorities; curriculum facilities; human resources; finance; computing; recognition of qualifications; and public relations.

AUL 184
Victoria. Technical and Further Education Agriculture Standing Committee

Report on Essential Facilities and Resources for the Conduct of Postsecondary Vocational Agricultural Education Programs. Advisory Council on Agricultural Education, Melbourne, 1980, 15p.

agricultural education; facilities planning; higher education; Australia

A joint working party investigated the essential facilities and resources needed to conduct vocational agricultural education programs in Victoria. This report states a philosophy for vocational agricultural education and recommends facilities and resources required.

AUL 185
Victoria. Technical and Further Education Services

Location of TAFE Sites for Optimal Student Accessibility. TAFE Services, Education Department, Melbourne, 1980, 12p.

access to education; college location; technical education; Australia

This report details the use of a computer package used in analysing data and should prove useful as a predictive tool to those interested in site location. It would also be a useful basic document for those interested in developing a more sophisticated model to identify optimum site location using additional parameters.

AUL 186
Victoria. Technical and Further Education Staff Development Standing Committee

TAFE Staff Development Policy Statement, 1979. Technical Schools Division, Education Department, Melbourne, 1979, 19p.

administrative policies; personnel management;
technical education; Australia

The purpose of this document is to provide a policy framework for the operation of staff development for TAFE providers in Victoria. The document concentrates on TAFE in Victoria; relationship of staff development to TAFE philosophy; definition of staff development; aims and principles of staff development; needs and priorities in Victoria; strategy; constraints; administrative structures; types of staff development activities.

AUL 187
Victoria. Transition Education Advisory Committee

Lorne Conference Report: "Review and Future Directions". Melbourne, 1982, 52p.

educational policy trends; school leaving;
youth programmes; Australia

This report includes the following papers: Perceptions of Transition Education and its Place in the New Victorian Context; Youth Policy Development; Youth Policy Developments - Current trends and future positions; The ATF Position on Youth Policy; TAFE Transition in NSW; Transition Education and Access in the United States; TAFE Transition in Victoria; Transition Education Unit, South Australia; and T.E.A.C.- A Regional Perspective.

AUL 188
Ward B J

Small Country Colleges in South Australia in a State-wide Context. Department of Technical and Further Education, Adelaide, 1983, 99p.

colleges; rural areas; technical education; Australia

Drawn largely from a previously unpublished internal report, this document makes available for the first time, in easily compared diagrammatic form, a comprehensive collection of descriptive statistics on all country colleges. Student participation rates and college catchment areas are shown on maps and population numbers in tables.

AUL 189
Watts B H

Aboriginal Futures. A Review of Research and Development and Related Policies in the Education of Aborigines: A Summary. Education Research and Development Committee Report 33. Australian Government Public Service, Canberra, 1982.

access to education; disadvantaged groups;
educational policy trends; Australia

AUL 190
Welch A R (ed)

The Politics of Educational Change. Australian Comparative and International Education Society, Armidale, New South Wales, 1981, 320p.

educational policies; educational reform; political issues; Australia

Proceedings of 9th Annual Conference of the Australian Comparative and International Education Society.

AUL 191
Western Australia. Advisory Committee on Agricultural Education

Agricultural Education in Western Australia. Perth, 1981, 110p.

agricultural education; educational planning;
provincial programmes; Australia

The Committee was established to identify the future needs of organisations offering agricultural education at all levels; to identify areas of agricultural education that are not catered for by existing organisations; and to explore a possible development pattern involved and facilities available for agricultural education.

AUL 192
Western Australia. Post Secondary Education Commission

The First Three Years 1977-1979. Perth, 1980, 37p.

educational development; higher education;
provincial agencies; Australia

AUL 193
Western Australia. Technical Education Division

TAFE Aboriginal Access Courses: Evaluation Report. Education Department, Perth, 1981, 141p.

access to education; disadvantaged groups;
programme evaluation; Australia

This report aims to provide a detailed profile of the academic and vocational backgrounds and expectations of past and present students; to determine whether present courses are meeting stated goals and educational needs of students; to consider admission criteria and duration of courses; and to provide recommendations for future development and improvement.

AUL 194
White B

Participatory Decision Making in a Victorian State Secondary School. Monash University, Melbourne, 1980.

decision making; secondary schools; teacher participation; Australia

In order to more adequately grasp the understandings and intentions of teachers involved in participatory processes, and to more adequately study the mechanics of such a process, a case study was undertaken of a Victorian state secondary school. The study followed a staff decision making structure from its inception at the beginning of 1978 until the end of that year. It was clear that teachers operated with a set of beliefs that served to limit the possibility of participatory decision making.

AUL 195
Williams B R

Technology, Economic Growth and Trends in Education. Bardon Professional Development Centre, Department of Education, Brisbane, 1979.

educational policy trends; enrolment trends;
social change; Australia

CHINA

CHN 001
Bai Xueguang

On Universalization of Primary Education in Rural Areas. Educational Research, 8, 1982 (Chinese, 7500 characters).

rural schools; school community relationship;
universal education; China

The essay dwells on the situation and problems of the universalization of primary education in the rural areas. The author thinks it important to run well key primary schools and central primary schools in the rural areas. He stresses that it is vital to increase the salary of teachers working in primary schools run by the local people.

CHN 002
Beihai Middle School Beijing

Developing Kindergarten Teachers in a Vocational Training Program. Educational Research, 12, 1981, (Chinese, 1600 characters).

kindergarten; teacher education; technical secondary schools; China

The author discusses the position and role of secondary technical education in the system of education and emphasises that educational quality can only be raised by implementing the nation's educational policy in management, instruction and staff development.

CHN 003
Beijing City. Education Board

Further Improving Educational Quality of Vocational Senior Middle Schools Programs. Beijing Education, 8, 1982 (Chinese, 4600 characters).

educational quality; middle schools; vocational schools; China

For two years in running pilot vocational senior middle schools, attention has been focused on the improvement of educational quality, relations between academic and vocational courses and between theory and practice. The report also presents the experience of the Vocational Board in teacher development and development of teaching materials of vocational courses.

CHN 004
Beijing City. Education Board

Meeting Social Needs by Developing Vocational Senior Middle Schools. People's Education, 10, 1982 (Chinese, 3000 characters).

governing boards; middle schools; vocational secondary schools; China

The report presents the measures, organisation forms and educational content of the board in running various kinds of vocational senior middle schools.

CHN 005
Beijing Educational Administration Institute

School Management. Education Publishing House, Beijing, 1982 (Chinese, 170,000 characters).

leadership training; school administration; secondary education; China

The monograph is a teaching material of the institute to train administrators of secondary education. With experience collected from the administrators in Beijing, the monograph relates mainly to the administration of academic secondary education.

CHN 006
Changping County Beijing. Education Board

Vocational Senior Middle Schools/Programs in an Outskirt County. Beijing Education, 8, 1981 (Chinese, 3000 characters).

provincial local relationship; rural areas;
vocational secondary schools; China

Changping is an outskirt county of Beijing with 25 rural people's communes, two farms, three towns and a population of 270,000 in the rural area and 120,000 in the county and towns. The report describes the necessity of developing and reforming education in rural areas to meet the requirement of the county's agricultural development, presenting the experience of the board in running two pilot vocational senior middle programs (handicraft and glass manufacture) and four agricultural programs (agrotechniques, livestock raising and fruit tree planting) in six middle schools of three different forms.

CHN 007
Chen Bin

An Enquiry into the Examination System in Higher Education through Self-study. Educational Research, 5, 1982 (Chinese, 6000 characters).

examinations; higher education; self-instructional programmes; China

The author presents a special examination system which has come into being recently. Some organs are authorised by the Government to give examinations to self-learners for higher education, and when they pass the examinations concerned, they will be identified with diplomas and be in the position to be treated as regular university graduates. Based on the successful experiences gained in experiments conducted in Beijing, Shanghai, Tianjin and other places, the author views it as a new component of our educational system, an additional means necessary for the preparation and training of qualified workforces of all types.

CHN 008
Chen Youxin

On Universalization of Primary Education. Educational Research, 8, 1982 (Chinese, 9000 characters).

national planning; primary schools; universal education; China

The essay discusses experiences in universalizing primary education in various countries. It affirms that the universalization of primary education ought to be one of our national policies. The author suggests the universalization be realised by means of educational legislation, free education, and establishment of a stable and qualified teacher workforce.

CHN 009
China. Ministry of Education

Report on Education: 1979/80. Document prepared for the International Conference on Education, 38th Session, 10-19 November, 1981.

educational policies; national planning; China

CHN 010
China's Education. Editorial Department

Do a Solid Job in Developing Rural Schools. China's Education, 19 May, 1983 (Chinese, 4000 characters).

educational reform; rural schools; national planning; China

In the light of the "Circular on the Strengthening and Reforming of Formal Education in the Rural Areas" issued by the Central Committee of the CPC and the State Council, the editorial makes it clear that to serve the modernization in the rural areas is the fundamental orientation of the reform of our formal education in the rural areas. It emphasises that to speed up the construction of a socialist new countryside, vigorous efforts must be made to realize the universalization of primary education in the rural areas; the structure of secondary education in the rural areas must be re-moulded; and teaching, teaching materials and the system of enrolment and graduates distribution must be reformed.

CHN 011
China's Education. Editorial Department

Provisional Regulations concerning the Basic Requirements for the Universalization of Primary Education. China's Education, 4, Beijing, 1983, 4p.

administrative policies; primary education; universal education; China

CHN 012
Colletta Nat J

Worker-peasant Education in the People's Republic of China: Adult Education during the Post-revolutionary Period. World Bank, Washington, D.C., 1982, 88p.

adult education; nonformal education; China

CHN 013
Ding Fangming

On the Reform of Secondary Education Structure. Educational Research, 9, 1982 (Chinese, 7500 characters).

provincial departments of education;
secondary education; vocational schools; China

The author systematically summarises the experience of the provincial government in reforming the structure of secondary education and developing vocational education.

CHN 014
Ding Fangming

A Study on Universalisation of Primary Education in Rural Areas. Educational Research, 1, 1983 (Chinese, 6000 characters).

primary schools; rural areas; universal education; China

The author, in light of the status quo of primary education in Shandong Province, discusses the role of universal education in economic growth and in the building of the spiritual civilization in the rural areas, and he suggests some strategies with which to universalise primary education and improve the quality of education in his province.

CHN 015
Ding Tie

Stress on Education is Stress on the Development of Productive Forces. People's Education, 5, 1980 (Chinese, 4500 characters).

educational development; local government; China

Based on the history of educational development in his prefecture, the author emphasises the significance of educational development, and recommends some strategies necessary for the development of education in his prefecture.

CHN 016
Gu Mingyuan

On the Assignment and Structure of Secondary Education. Journal of Beijing Normal University, 5, 1982 (Chinese, 14600 characters).

educational reform; national planning; secondary schools; China

The essay focuses on the status quo, prospect, position and role of secondary education in the whole system of education in China. Several suggestions are made about the reform of the structure of secondary education: reduce senior middle schools by a large number in the educational planning of the nation; diversify educational structures upwards of primary schools; practise a double-education system and a double-labour system; include the reform of curriculum structure, namely structure of knowledge, in the reform of the structure of secondary education.

CHN 017
Guan Rongkai

An Investigation and Analysis of Educational Expenditures for Secondary and Primary Schools in Two Counties, Hebei Province. Educational Research, 7, 1983 (Chinese, 4500 characters).

cost effectiveness; educational finance; general education; China

With statistics and illustrative tables, the report presents the increase of educational funds in recent years in China. But per capita funds have been decreasing; moreover, per capita funds in urban areas are double those in rural areas, and public funds in primary schools have decreased markedly. The author suggests the state concentrate the increase of educational funds on primary education, especially in rural areas.

CHN 018
Han Zongli

On the Efficiency of Educational Resources. Journal of Hebei University, 4, 1982 (Chinese, 19000 characters).

cost effectiveness; educational finance; educational resources; China

After discussing the significance of raising the efficiency of utilization of educational resources, the essay sets up the norms for measuring the efficiency and suggests the approaches of raising it.

CHN 019
Hao Weimin

A Study of the Economic Return on Investment in Higher Education. Educational Research, 8, 1982 (Chinese, 9000 characters).

cost effectiveness; educational finance; higher education; China

The essay points out the malpractice in staff development in China, concerning the establishment of specialities, aims, teaching content and the assignment of graduates. It criticises the incorrect investment in colleges, such as overabundance of non-teaching staff and overall control of food and residence service for students. Some measures are given to raise the economic efficiency of investment in higher education.

CHN 020
He Dongchang

Strengthen and Reform General Education to Serve the Building of the "Two Civilizations" Better. People's Education, 9, 1983 (Chinese, 1500 characters).

educational policy trends; educational reform; general education; China

In the talk, given at the National Conference on General Education, the author analyses the present situation of our general education, and puts forth ideas guiding the strengthening and reform of our primary and secondary education. He also presents the future goals and the main strategies with which to achieve them.

CHN 021
Hua Ciyang

My Views on the Reform of the Structure of Secondary Education. Educational Research, 3, 1982 (Chinese, 7500 characters).

educational reform; national planning; secondary schools; China

By setting forth the important relationship between development of education and national economy in China, the author makes some suggestions, including policies, ways and measures, about the reform of the structure of secondary education.

CHN 022
Huadong Normal University Institute of Educational Research

A Study on the Reform of the Structure of Secondary Education in Shanghai. Educational Research, 8, 1981 (Chinese, 15000 characters).

educational reform; secondary education; China

The report first presents the history and status quo of the structure of secondary education in Shanghai; secondly introduces the favourite conditions and difficulties in the reform of the structure; lastly renders some hypotheses and measures in the transition from the present single-form structure to a rational and multi-form structure.

CHN 023
Huang Shiqu

Education in China: The Past Five Years. Information and Documentation Unit, Ministry of Education, Beijing, 1983, 45p.

educational development; educational policy trends;
national planning; China

CHN 024
Jiang Duanzhen

Develop Education in Mountainous Areas in the Light of the Local Conditions. Educational Research, 11, 1982 (Chinese, 6000 characters).

national regional disparities;
provincial local relationship; rural schools; China

The essay presents experiences in developing education in the mountainous areas. The author holds that it is of vital importance to adhere to the following principles in developing education in mountainous areas: to formulate educational programs in light of the local conditions; to improve teaching methods, paying special attention to the development of multiple sessions of teaching; to establish directed enrolment system; to enrol teacher students from, and distribute them when they graduate in, the mountainous areas; and to strengthen the leadership over education in the mountainous areas.

CHN 025
Jiang Nanxiang

On the Present Situation of Education. People's Education, 10, 1980 (Chinese, 6000 characters).

educational development; national planning; school systems; China

The former Minister of Education analyses in his talk the situation of education systematically, and identifies various tasks in developing education in the country.

CHN 026
Jiang Nanxiang

Sum Up Historical Experiences, Readjust our Education. People's Education, 1, 1981 (Chinese, 8500 characters).

educational reform; national planning; China

The concluding talk, given at the National Forum on Education, makes a review of both good experiences and sad lessons in the field of education since new China came into being. It clarifies the difficulties and problems left to be overcome, and identifies the goals of readjusting and reforming our education, and the strategies with which to achieve them. Also, it specifies approaches to expand the initiatives of institutions of higher education, and strategies to strengthen political and ideological work among the students.

CHN 027
Jilin Province. Education Board

Consolidate and Develop Part-work and Part-study System in the Readjustment. People's Education, 9, 1982 (Chinese, 3500 characters).

educational finance; part-time training; schools; China

The report is a presentation of experiences in conducting part-work and part-study activities in Jilin Province, where in the three years from 1979 to 1982 the total income gained through part-work and part-study activities amounts to 19 hundred million yuan, average annual income amounting to more than one-third of the educational funds provided by the State. With the help of that income, some new school houses are set up, some old ones expanded, teaching equipment and library books purchased, and pupils/students who are not so well off are given various allowances.

CHN 028
Lo Jin

Our Major Experiences in Stimulating Social Forces to Run Schools. Inner-Mongolia Education, 12, 1982 (Chinese, 2200 characters).

educational finance; educational reform; part-time training; China

The author discusses the successful strategies, one of which is to gather funds from various sources for education. He believes it to be the material guarantee of schools run by social forces. Part-work and part-study is another way to solve financial problems, and one of the important strategies to prepare the students for their future work.

CHN 029
Long Gan

A Study on Schooling in Pastoral Areas in Inner-Mongolia. Educational Research, 9, 1982 (Chinese, 8000 characters).

primary schools; rural education; universal education; China

The essay analyses the experiences in developing education, especially in universalizing primary education, in the pastoral areas, where there are two people per square kilometer. The author argues that it is advisable, as practice and exploration over years show, to adhere to the principle of the "four stresses" in developing education in these areas, namely: the combination of centralisation and decentralisation with stress on the former; the combination of state running schools and the local people running schools, with stress on the former; the combination of full-time schooling and other forms of schools, with stress on the former; and the combination of residence system and non-residence system with the stress on the former. Also, the essay recommends a series of strategies to improve the quality and management of education adaptive to the conditions in these areas.

CHN 030
Middle Shanxi Prefecture. Education Board

Do A Solid Job in Developing Education in Mountainous Areas. Shanxi Education, 10, 1982 (Chinese, 3000 characters).

educational development; educational reform; rural areas; China

The report argues that though still handicapped by lack of resources of manpower, finance and material, the development of education in the mountainous areas is provided with unprecedented favourable conditions by the rapid economic growth in the rural areas. Full attention given to education by authorities concerned will be decisive now, the report concludes.

CHN 031
Pen Mushen

An Inquiry into the Economic Result of Education. Journal of Anhui University, 3, 1982 (Chinese, 6000 characters).

cost effectiveness; economic factors; educational development; China

By discussing the importance of economic accounting of educational investment, reform of educational structure and improvement of educational quality, the author analyses the problem of raising the economic efficiency of education, and argues that the structure of intelligence must suit the need of the structure of industry.

CHN 032
People's Education. Editorial Department

Sum up Experiences, March Forward Courageously. People's Education, 2, 1980 (Chinese, 6000 characters).

educational development; educational policies; national planning; China

Based on the history of educational development over the last three decades since the birth of the People's Republic of China, the comment identifies the goals to be achieved in the eighties: to understand fully the position and role of education in our modernisation; to sum up experiences gained over the last three decades since the founding of new China, and to persist in carrying out the CPC educational policies; to pursue the policies concerning intellectuals formulated by the CPC; and to persist in and improve the leadership of the CPC over education.

CHN 033
People's Education. Editorial Department

Study of the Educational Programmes, Readjust the Educational System. People's Education, 6, 1980 (Chinese, 6000 characters).

educational reform; national planning; China

The essay brings forth a series of guiding principles for the readjustment of the present educational system, and the formulation of educational programs adaptive to the development of the national economy: to handle correctly the relationship between the preparation and training of qualified workforces and the development of economy; to act in light of the reality of China; to resort to all forms of schooling; to pay special attention to universalization while increasing the standard - to increase on the basis of popularization and to universalize under the guidance of increase; to pursue the policy of overall consideration and all-round arrangement.

CHN 034
Qian Jiaju

Increasing Educational Expenditure as an Important Strategy for the Realization of the Four Modernizations. Educational Research, 2, 1980 (Chinese, 9000 characters).

educational finance; educational reform; national planning; China

After analysing the failure of education to adapt itself to the development of modern economy, due to insufficient investment by the Government, the author suggests in the essay that the state increase the educational expenditure for the universalization of primary education, the improvement of schooling conditions, and the promotion of the economic and social positions of primary and secondary teachers.

CHN 035
Qian Jiaju

Give Highest Priority to Investment in Human Resources: Thoughts on the Universalisation of Primary Education. Educational Research, 11, 1982 (Chinese, 7500 characters).

human resources development; primary schools;
universal education; China

The essay presents educational investments in various foreign countries, and discusses the fact of a large illiterate population, low quality of primary education and lack of instruction equipment in our country due to the insufficient attention to education. The author suggests that the laws and decrees concerned be redressed, primary education be universalised and the income of teachers increased.

CHN 036
Qian Jiaju

Education Should go before Economic Construction. China's Education, 17 March, 1983 (Chinese, 3000 characters).

educational reform; national planning; China

The author analyses the social roots of some people's under-estimation of the role of education, indicating explicitly that if the backwardness of education is not altered rapidly, the result could be as serious as that caused by neglect of population increase in the fifties. He makes seven more recommendations in the essay. Some of them are: educational expenditure must be assured in the national budget; educational funds should be no less than 15% in the national expenditure; compulsory education must be conducted solidly, and primary schooling should be free of charge; a national examination should be given to primary teachers, and it is just for them to get a higher salary than workers in other walks of life; educational administrators should be experts in this field qualified by normal education.

CHN 037
Qio Xinyie

Positive and Safe Reform of the Structure of Secondary Education. People's Education, 2, 1980 (Chinese, 6000 characters).

agricultural education; educational reform;
vocational secondary schools; China

The essay describes experiences in running twenty-two pilot vocational and agricultural secondary schools in Fuxin City, Liaoning Province.

CHN 038
Sa Kongliao

Vigorously Encourage and Support Social Forces in Running Schools. People's Education, 11, 1982 (Chinese, 2300 characters).

continuing education centres;
nonformal education; out of school education; China

The essay discusses major features in the management of more than 600 spare time and continuation schools. The author is convinced that to mobilise social forces to run schools is an important way to develop education and raise scientific and cultural levels of the people.

CHN 039
Shandong Province. Education Department

Secondary Education in Rural Areas for Agricultural Modernisation. People's Education, 2, 1982 (Chinese, 4500 characters).

agricultural development;
provincial local relationship; rural schools; China

The essay introduces the experience of educational boards in the province in running 364 agricultural and agrotechnical secondary schools. Due to the establishment of the schools, the unitary structure of secondary education in the province has been preliminarily reformed and a large number of junior agrotechnicians have been trained to develop agricultural production in the province.

CHN 040
Shao Zongjie

Some Problems in the Development of General Education. Educational Research, 3, 1980 (Chinese, 11000 characters).

central provincial relationship;
educational development; general education; China

The author discusses, with ample data and various diagrams and tables, some regularities of the development of general education in his province over the last three decades. He points out that it is necessary to develop education gradually and in a planned way so as to prevent sudden rise or sudden decline; it is important to keep a proper and stable proportion of education at all levels in development; and it is vital for education to have an appropriate share of the national expenditure.

CHN 041
Shenyang Teachers' College. Survey Mission

A Survey Report of Educational Reforms in Cities and Towns in Jiangzhou Prefecture. Educational Research, 7, 1983 (Chinese, 5000 characters).

school governance; secondary education; vocational schools; China

The report introduces the reform of secondary education structure and development of vocational education in the prefecture, Liaoning Province. Some of the vocational schools or programs are jointly run by educational boards and commercial or financial sectors, factories or enterprises, while some agricultural schools are run by rural people's communes exclusively. Requirements for developing vocational education are also analysed in the report.

CHN 042
Sun Qimeng

On Various Forms of Schooling. People's Education, 6, 1981 (Chinese, 6000 characters).

continuing education centres; nonformal education;
out of school education; China

The essay discusses the differences in the management of 72 different spare time schools run separately by the democratic parties (Revolutionary Committee of the Guomindang, China Democratic League, China Democratic National Construction Association, China Association for Promoting Democracy, China Zhi Gong Dang, Jui San Society and Taiwan Democratic Self-Government League) and the two social bodies - All-China Federation of Commerce and China Vocational Education Service. The author believes that to mobilise all social forces to set up schools of various types is a necessary way to develop education in China, and suggests that schools of that nature be counted as one of the components of the nation's education.

CHN 043
Suzhou City. Education Board

Experience in Reforming the Structure of Secondary Education in Suzhou City. People's Education, 5, 1981 (Chinese, 3000 characters).

technical secondary schools; vocational secondary schools; China

The essay introduces the experience of this city in Jiangsu Province in running vocational and technical secondary schools, skilled workers' training schools and vocational education in academic secondary schools.

CHN 044
Teng Chun

An Inquiry into the Part-work and Part-study Activities. Educational Research, 9, 1982 (Chinese, 7500 characters).

labour; part-time training; schools; China

The essay discusses the major experiences in putting into practice in China one of the Marxist principles for education, namely, to integrate education with productive labour. It indicates that three relationships must be handled correctly in unfolding such activities - the one between ideological education and labour, the one between learning and labour, and the one between moral result and economic return of such activities.

CHN 045
Tian Jianguo

An Inquiry into Agricultural Education. Educational Research, 12, 1982 (Chinese, 4000 characters).

agricultural education; secondary schools; China

After emphasising the importance of agricultural education in promoting agricultural modernisation in China, the author makes some suggestions on realistic improvement of agricultural education. In terms of the structure of agricultural education, tasks and developing aims of secondary agricultural education are also discussed in the essay.

CHN 046
Tian Yinong

Vigorously Support Part-work and Part-study Activities at Primary and Secondary Schools. People's Education, 9, 1982 (Chinese, 2000 characters).

educational finance; general education; part-time training; China

In his speech at the National Conference on Part-work and Part-study at primary and secondary schools, the author discusses the significance of part-work and part-study activities, and specifies the ways for financial departments at all levels to support such activities.

CHN 047
Wang Qingcheng

A Study of the Accounting of Economic Efficiency of Higher Education. Front of Higher Education, 7, 1983 (Chinese, 6000 characters).

cost effectiveness; educational resources; higher education; China

The essay gives the reasons and norms of the accounting of economic efficiency of higher education. Then three forms of the accounting are proposed and described: the accounting of financial outlay; the accounting of cost of qualified people; and the accounting of investment in human resources.

CHN 048
Wang Tie

A Study of China's Educational Policy. Volume 1. Education Publishing House, Beijing, 1982 (Chinese, 250,000 characters).

educational policy trends; educational reform;
national planning; China

The monograph, with abundant materials, focuses on the theoretical foundation of China's educational policy, the experience of implementation of the policy in different periods of the Chinese revolution, and the development of the contents of the policy.

CHN 049
Wang Xizhang

A Study on Universalization of Primary Education. Educational Research, 11, 1982 (Chinese, 7500 characters).

central provincial relationship;
primary schools; universal education; China

The author sums up good experiences and sad lessons in universalizing primary education in his province; advocates that teachers working in schools run by the local people be treated as those working in the state run schools; and suggests that funds for primary education be gathered from all sources since it seems impossible for the government to provide them all.

CHN 050
Wu Wei

Democratization of Education in China. Unesco, Paris, 1981, 21p.

democratization of education; equal education;
national regional disparities; China

CHN 051
Xu Jiatun

Investigating Primary and Secondary Education. People's Education, 8, 1980 (Chinese, 7500 characters).

educational policies; provincial departments of education;
school systems; China

The author discusses policies, goals, plans and strategies for the readjustment and development of education in his province.

CHN 052
Yang Dekuang

On the Reform of Higher Education by Viewing the Pilot System of Tuition and Nonresidence in Shanghai. Front of Higher Education, 2, 1983 (Chinese, 4500 characters).

day students; educational reform; higher education; China

The author describes the tuition and nonresidence system experimentally practised in 24 institutions of higher education in Shanghai. Three thousand day students have to pay for their food, medicine and tuition (20-25 yuan per student), and the institutions are not responsible for their job assignment. The system, contrary to the traditional system that requires institutions to be responsible for all of the fees and residence of students, has gained favourable results as the initiatives of both students and institutions have been brought into full play.

CHN 053
Yongdingman Middle School Beijing

Experience in Running Pilot Vocational Senior Middle Programmes. Beijing Education, 2, 1981 (Chinese, 4500 characters).

electronics; pilot projects; vocational secondary schools; China

The report presents the experience of the school, an academic middle school, in conducting, jointly with the Civil Electronic Equipment Company, a vocational training program of civil electronic equipment.

CHN 054
Yu Guangyuan

Strive to Put Education in the First Place. Journal of Beijing Normal University, 1, 1980 (Chinese, 7800 characters).

educational reform; national planning; China

The essay proves the correctness of identifying education as one of the strategic key links in the development of the economy in light of the requirements and the status quo of education. The author calls for a universal attention to education while setting special demands on educators. He also puts forward some recommendations and schemes for the improvement of education in the country.

CHN 055
Yuan Si

An Important Thought to Guide Educational Development. People's Education, 7, 1980 (Chinese 45000 characters).

educational development; national planning;
national regional disparities; China

After analysing the differences between different regions in the original base of education and the distribution of education due to inequality of economic development and differences in geography, climate and nationality, the essay concludes that education has to be developed in different regions according to different requirements and with different strategies. It also stresses that it is important to stimulate the enthusiasm of all regions and all walks of life for the conducting and management of education.

CHN 056
Zhang Chengxian

Pursue the Policy of All-round Development, Improve the Quality of Education. People's Education, 9, 1980 (Chinese, 8000 characters).

administrative policies; models; secondary schools; China

In his speech given at the National Conference on Key Secondary Schools, the author discusses the implication of running a group of key secondary schools in the country, and the policies, programs and specific strategies involved.

CHN 057
Zhang Chengxian

Reforming Education in Rural Areas to Further Benefit Socialist Construction. People's Education , 9, 1982 (Chinese, 4500 characters).

educational reform; rural schools; secondary schools; China

The author elaborates the policies, requirements and approaches of educational reform, especially the reform of secondary education, in rural areas in China.

CHN 058
Zhang Jian

Educational Management According to the Object Laws. Education Publishing House, Beijing, 1981 (Chinese, 140,000 characters).

administrative organization; management; national planning; China

Essays and special studies in the selection are all written in recent years relating to the guiding ideology of educational management, relation between educational system and other sectors, and educational planning and structures.

CHN 059
Zhang Keyiao

Running Efficiently Agricultural Secondary Schools for Realizing Agricultural Modernisation. People's Education, 11, 1980 (Chinese, 4000 characters).

agricultural education; models; vocational secondary schools; China

The essay presents the experience of the educational board of the county, which is located on an island, in running forty-five pilot agricultural and fishing secondary schools.

CHN 060
Zhang Wensong

On Part-work and Part-study. People's Education, 9, 1982 (Chinese, 4200 characters).

general education; part-time training; schools; China

The talk was given at the National Conference on Part-work and Part-study in primary and secondary schools. The author dwells on the function and significance of universal activities of part-work and part-study in primary and secondary schools. He also clarifies some problems concerning policy resulting from the development of such activities.

CHN 061
Zhejiang Province. Education Board

Developmental Size and Distribution of Primary and Secondary Education. Three volumes. Zhejiang Education, 10-12 (Chinese, 1000 characters).

national regional disparities;
provincial local relationship; rural schools; China

The report presents the main experiences accumulated in developing general education in Fuyan County, Zhejiang Province, a county of plains, mountains and semi-mountains, with 92.6% of its total population as agricultural population - their experiences in determining the developmental size and distribution of general education, in improving the quality of education, in recognizing the orientation of rural lower secondary schools, and in running schools at the county level.

CHN 062
Zhen Xin

Correct Understanding and Handling of the Relationship between Education and Economy. People's Education, 5, 1980 (Chinese, 6000 characters).

economic development; educational reform; national planning; China

The essay focuses on the important role of education in the development of national economy. It affirms and proves that an appropriate proportion of development of education and economy in China must be maintained, and the structure of education must be able to adapt itself to the changes in the structure of economy.

CHN 063
Zhou Jianshu

Needs for Vigorous Development of Correspondence Higher Education. Educational Research, 5, 1982 (Chinese, 4500 characters).

correspondence courses; distance education; higher education; China

The essay discusses the role of the Correspondence University of China, after the presentation of its history, in the educational system of China, before going on to analyse some of the new features of correspondence education in the light of the present circumstances and the major strategies for the development of correspondence higher education.

CHN 064
Zhu Jouan

Management of Higher Education. Huazhong Engineering Institute Press, Wuhan City, 1983 (Chinese, 350,000 characters).

administrative organization; higher education; management; China

The monograph systematically sums up the experience of the management of higher education in China, elaborating theoretically as well as practically the structure, principles, institutions and methods of the management.

CHN 065
Zhu Xuanren

Promoting Intellectual Development in Rural Areas: A Fundamental Measure for Developing Agriculture. Educational Research, 5, 1982 (Chinese, 6000 characters).

agricultural development; intellectual development;
rural schools; China

The author discusses the fact that the rapid development of industry and agriculture is delayed by the backwardness of education. He cites Qiaopo Production Brigade in his province as an example to show the positive function of education in the development of rural economy.

CHN 066

Reform of Higher Education. Beijing Review, 30, 28 July, 1980, p19-24.

educational reform; higher education; China

CHN 067

The Elimination of Illiteracy - A Study of the Experiences of the People's Republic of China. Report of a Field Operational Seminar. Unesco Regional Office for Education in Asia and the Pacific, Bangkok,1983, 47p.

functional literacy; literacy programmes; national planning; China

INDIA

IND 001
A N Sinha Institute of Social Studies

A Survey of Non-enrolled, Non-attending and Drop-out Children of 6-14 Age Group in Hazaribagh District. Patna, 1981.

dropouts; school surveys; India

Hazaribagh district has the lowest literacy rate and the highest drop-out rate among all the districts of Bihar, with a sizeable proportion of tribal, scheduled caste, backward and high caste population. Data were collected regarding enrolled, non-enrolled, drop-out and irregularly attending children and socio-economic status of the families.

IND 002
Agrawal Binod C

SITE Social Evaluation: Results, Experiences and Implications. Space Applications Centre, Ahmedabad, 1981, 83p.

adult education; communications satellites;
instructional television; India

IND 003
Agrawal Binod C et al

Satellite Instructional Television Experiment: Social Evaluation, Impact on Adults, Part I. Indian Space Research Organization, Bangalore, 1977, 191p.

adult education; communications satellites;
instructional television; India

IND 004
Agrawal Binod C et al

Satellite Instructional Television Experiment: Social Evaluation, Impact on Adults, Part II. Indian Space Research Organization, Bangalore, 1977, 201p.

adult education; communications satellites;
instructional television; India

IND 005
Aikara J and Henriques J

Functioning of the Adult Education Program in Maharashtra. Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, Bombay, 1982, 201p.

adult education; functional literacy; programme evaluation; India

The main objective of the study was to evaluate the functioning of adult education centres in Maharashtra. The researchers concluded that adult education is going to be more expensive and the eradication of adult illiteracy will take many more years than stipulated.

IND 006
Aikara J and Henriques J

Achievement of the Adult Education Program: A Triple Stage Study of Adult Learners in Maharashtra. Unit for Research in the Sociology of Education, Tata Institute of Social Sciences, Bombay, 1983, 56p.

adult education; literacy achievement; programme evaluation; India

The objectives of the study were to assess the role of the adult education centres in imparting literacy, functionality and social awareness, and to find out the progress of the adult learners at different stages.

IND 007
Achariji Nilima, Mitra Madhavi and Vanjour Michael

Evaluation of Adult Education in Dhanbad. Adult Education Cell, Xavier Labour Relations Institute, Jamshedpur, 1983, 168p.

adult education; nonformal education; programme evaluation; India

IND 008
Achariji Nilima, Mitra Madhavi and Vanjour Michael

National Adult Education in Bihar. Adult Education Cell, Xavier Labour Relations Institute, Jamshedpur, 1983, 392p.

adult education; nonformal education; programme evaluation; India

IND 009
Achariji Nilima, Mitra Madhavi and Vanjour Michael

National Adult Education in Bihar, Volume II. Adult Education Cell, Xavier Labour Relations Institute, Jamshedpur, 1983, 392p.

adult education; nonformal education; programme evaluation; India

IND 010
Andra Pradesh. State Council of Educational Research and Training

Evaluation of Night Primary Schools in Andhra Pradesh. Hyderabad, 1978

enrolment influences; evening schools; primary schools; India

Objectives of the study were to compare the attendance of the children who had shifted from day to night school; to identify the socio-economic groups taking advantage of night primary schools and the reasons for their not availing the facilities; to assess the academic achievement of the students; to identify the reasons for non-enrolment of children in the age group 6 to 11 years either in the day school or in the night schools and for irregular attendance of pupils in the night schools; and to find out whether the children enrolled at night schools attended regularly and put in the minimum percentage of attendance.

IND 011
Arora P N

Students' Perception of Some Problems and Issues in Higher Education. Department of Measurement and Evaluation, National Council for Educational Research and Training, 1979.

administrative problems; higher education; student attitudes; India

The major objectives of the study were to ascertain reasons which prompted students to enter higher education; to identify students' perceptions of the occupational world; and to find out the extent of their involvement in their studies.

IND 012
Awasthi J N

Administrative Problems of Principals of Affiliated Colleges of Avadh University, Faizabad. Avadh University, 1981.

administrative problems; higher education; principals; India

The study was designed to find out the characteristics of teachers and principals of colleges affiliated to Avadh University, Faizabad, and it aimed at highlighting the problems faced by the principals in dealing with management, university office, the state government, teachers, office staff, students and their guardians.

IND 013
Bakhshi S J

Crisis in School: A Study of Factors Hindering School Improvement Programmes. Maharastra State University, 1980.

administrator role; programme evaluation; school administration; India

The main objective of the study was to identify factors which hindered school improvement programs and to study the possible relationships of some selected variables to the degree of adaptability of the school. The factors studied in the enquiry were leadership behaviour of the school principal, organisational climate prevailing in the school, teacher morale, change-proneness of the school teachers, perceptions of the community about the school, perceptions of the school principals about the community, perceptions of the school principals about the supervisory agency, and perceptions of the supervisory agent about barriers to change in schools.

IND 014
Balasubramaniam P S

A Critical Study of the Strategies Adopted for the Installation of Innovations in High Schools in Vellore (Tamil Nadu). Maharastra State University, 1979.

administrative principles; educational innovations;
secondary schools; India

IND 015
Banerjee N P and Majumdar H P

Shikshaniketan - A Life Centered School. 1981.

primary schools; school community relationship;
universal education; India

Purpose of the study was to identify the inherent working model of the institution and to explore its effectiveness with regard to universalisation of primary education, its qualitative improvement and impact on the communities in respect of certain aspects of social change. A follow-up of students was also attempted to see whether they had been able to act as potential change agents.

IND 016
Bansal K C

The Panghat Project - An Experiment in Non-formal Education in Madya Pradesh State. Journal of Education, XVIII, 3-4, 1982, 5p.

nonformal education; provincial programmes;
womens education; India

"Panghat" is a traditional community centre for the girls and the young brides of the locality or village. The teacher goes to the community centre and becomes a senior peer member of the group, encouraging the students, besides imparting the three r's to learn skills of trade so as to add to earning, while learning.

IND 017
Bansal K C

Creation of Interests in Education: In the Rural Mass. Journal of Education, XIX, 1, 1983, 4p.

literacy programmes; nonformal education; rural areas; India

Education is not to be limited to the school and therefore a villager ought to have motivational and interesting situations to recognise the importance of education. The author has cited strategies adopted by the Education department of M.P. in attacking illiteracy from all sides, as well as experiments undertaken by other developing countries. The author has suggested measures to make the rural school more attractive.

IND 018
Bhagia N M

Training Needs of School Principals. Journal of Indian Education, Ministry of Education and Culture, New Delhi, 1981, p.12-13.

educational needs; leadership training; principal; India

Training programs provide the occasion to exchange experiences; become acquainted with the latest developments, modern trends and innovations in school education; appreciate key concepts in education management and modern management techniques in education; conceptualise appropriate roles, skills and knowledge required of a school principal as effective institutional leader; and prepare institutional plans with a special emphasis on qualitative improvement.

IND 019
Bhagia N M

Modern Approaches in Evaluation of Training Programmes in Education Management in Indian Education. All India Federation of Educational Associations, Hyderabad, 1981, 4p.

evaluation methods; leadership training; programme evaluation; India

Evaluation can have three components for providing feedback on the impact of the program on trainees: trainees' reactions, their feelings and opinions about the program; their learning in terms of knowledge, skills or attitudes supposed to be acquired during the program period; and behavioural on-the-job change in the trainees.

IND 020
Bhagia N M

Organisation of Training Programmes and Development of Training Materials in Educational Planning and Management in India - A Country Report. National Institute of Educational Planning and Administration, New Delhi, 1981, 35p.

educational planning; instructional materials;
leadership training; India

The paper highlights the major issues and challenges in education as envisaged in the current Sixth Plan for Education and the role of training for educational planners and administrators in view of the challenge. It identifies training institutions, describes a variety of training programs, discusses development of training materials, gives information about evaluation procedures and attempts to identify future needs and plans for training in the field of educational planning and management.

IND 021
Bhagia N M

Research in Educational Administration: Retrospect and Prospect. National Institute for Educational Planning and Administration, New Delhi, 1982, 16p.

educational administration; educational research; India

The research conducted during the last three decades has been classified in five main categories: educational administration at different levels; administrative problems at various stages of education; leadership behaviour and organisational climate; inspection and supervision; and innovations and change.

IND 022
Bhagia Sushma

Perception of Characteristics of Innovations as Related to their Diffusion in Schools of Gujarat. Indian Educational Review, National Council for Educational Research and Training, New Delhi, 1978, 4p.

diffusion; educational innovations; principals; India

The study was undertaken to find out whether the adopters and the non-adopters of innovations in schools have different reactions to the same innovations and whether all of them have different reactions towards innovations with varying amounts of diffusion. An attempt was therefore made to study the perception of principals for the characteristics of the innovations of varying degrees of diffusion.

IND 023
Bhagia Sushma

Formulating Training Strategy for the Training of Education Officers (In the Context of the Programme of Universalisation). National Council for Educational Research and Training, New Delhi, 1980, 10p.

leadership training; training techniques;
universal education; India

The module deals with planning and management aspects of universalisation of elementary education in general to focus attention on the role of District/Block Education Officers in this effort.

IND 024
Bhagia Sushma

Some Thoughts on In-service Education. New Frontiers in Education, National Institute of Educational Planning and Administration, New Delhi, 1982, 4p.

inservice education; India

In-service education is aimed at improving the efficiency and effectiveness of individuals to perform their job activities and duties. The situations for in-service programs can be divided into two categories: "off the job" situations and "on the job" situations. These situations may vary from very formal situations to informal situations.

IND 025
Bhagia Sushma

Educational Technology in India. Indian Educational Review, National Council for Educational Research and Training, New Delhi, 1983, 5p.

audiovisual aids; educational technology;
instructional materials; India

A variety of resources like teachers, books, audio-visual materials and mass media are utilised for maximising learning through educational technology. Various strategies are needed to reach the groups which have or have not made use of the existing educational system.

IND 026
Bhandari J S

Factors Affecting Persistency and Dropout of Adult Literacy Classes in Udaipur District. Udaipur University, 1974.

adult basic education; dropouts; literacy classes; India

The objectives of the study were: to examine the situation with regard to adults who joined the classes, continued to keep on roll and dropped out during the course at different centres; to develop techniques and aids to discriminate the significant factors affecting persistency and dropout; to examine and compare the personal, economic and characteristic conditions of the persistors and dropouts in literacy and functional literacy classes; to enlist the factors of persistency and dropout and to study the correlations of responses of literacy and functional literacy class participants; and to analyse personal background, educational qualifications, training and attitude of the teachers of literacy and functional literacy classes.

IND 027
Borthakur S

A Critical Study of the Factors Influencing Teacher Manpower Requirements and Developing a Procedure for Forecasting Manpower Need. Delhi University, 1981.

educational development trends; manpower needs;
teacher supply and demand; India

The objectives of the study were to identify the factors influencing requirements for graduate teachers in secondary school for the grades VI to X through 1971 to 1975; and to probe into the past trends of requirements for graduate teachers in order to develop a procedure for forecasting teacher requirements by 1980 and 1985 through the computed categories of teachers relative to pupils from 1971 to 1975.

IND 028
Bose P K

Ashram Schools in Bihar. Society for Studies in Political Economy, New Delhi, 1982.

religious cultural groups; schools; tribes; India

Purposes of the study were to examine the place of Ashram schools as a sub-system in the total school system; to assess the extent to which this segment has been able to fulfil the educational needs of the tribal population; to study the effectiveness with which these schools have operated in achieving their objectives; and to analyse the cost effectiveness of these schools.

IND 029
Bose P K and Mukherjee S P

Identification of Skills and their Utilisation for Additional Employment in Rural Areas: A Statistical Study. Department of Statistics, Calcutta University, 1980, 58p.

basic skills; employment programmes; rural areas; India

IND 030
Buch M B and Singh Satvir

Third All-India Educational Survey: Teachers. National Council of Educational Research and Training, New Delhi, 1979, 146p.

educational policy trends; national surveys;
teacher supply and demand; India

IND 031
Calcutta Institute of Child Health

An Action Research Project on the Educative Component of Holistic Health Care for Rural Communities in West Bengal. Directorate of Adult Education, New Delhi, 1983.

health programmes; rural areas; womens education; India

The objectives of the study were innovation of the learner-centred material based on the needs and the problems of rural people; innovation of field-tested participatory activities for the training of rural women relevant to the aims and objectives of the holistic program; and preparation of sets of pre-tested motivative and literacy materials at the end of the project.

IND 032
Care-India

School Feeding in Karnataka: Impact on Enrolment and Attendance. Cooperative for American Relief Everywhere, Karnataka, 1977.

enrolment trends; programme evaluation;
school meal programmes; India

The study was carried out as a part of periodic evaluation undertaken by CARE to refine its planning and programming. Specific objectives of the study were to determine the differences in enrolment and attendance between participating and non-participating schools in the Mid-day Meal program; and to assess the role of actual efficiency or regularity of food distribution in the schools in relation to attendance.

IND 033
Chaudhari Sri S C

Socially Useful Productive Work Curriculum: Developing and Implementating the Programme. National Council of Educational Research and Training, New Delhi, 1979, 62p.

curriculum development; programme administration; work education; India

IND 034
Chawla S P

Co-ordination between Education and Population Policies: A Case Study of India. National Council for Educational Research and Training, New Delhi, 1978, 151p.

educational policies; national planning; population trends; India

IND 035
Chickermane D V

Experiments in Rural Education. Research Centre in Rural Education, Chickermane House, Karnataka, 1978, 86p.

educational experiments; rural education; India

IND 036
Chickermane D V

The Single-teacher School in Rural Education and Development. National Council of Educational Research and Training, New Delhi, 1979, 46p.

one teacher schools; rural areas; India

IND 037
Chitnis Suma

Literacy and Educational Enrolment among the Scheduled Castes of Maharashtra. Tata Institute of Social Science, Bombay, 1974, 194p.

enrolment trends; literacy; religious cultural groups; India

IND 038
Crogute S B

Development Programme of Arts, Science and Commerce Colleges Affiliated to the Marathwada University, 1980-1990. Marathwada University, Aurangabad, and the Indian Institute of Education, Pune, 1980.

educational development; higher education; programme planning; India

As a result of the introduction of 10+2+3 pattern of education in Maharashtra in July 1875, arts, science and commerce colleges in the State, particularly in its rural areas, faced a problem of inadequate student strength from June 1977. At the same time colleges felt many inadequacies, insufficiencies and lack of funds. It was therefore decided, as a first step, to undertake a comprehensive survey of colleges and to assess the situation as would develop during the decade 1980-1990.

IND 039
Dabholkar D A and Gadgil A V

Integration of Overall and Educational Plans at the District Level. Indian Institute of Education, Pune, 1982.

educational planning; integrated rural development; school community relationship; India

The objectives of the enquiry were to study formulation of over-all plans at the district level; to study formulation of educational plans at the district level; to study four districts in depth; to study the process of integration of overall plans with educational plans at the district level; to locate objectives of integration of general and educational plans at the district level; to define the potential and limits of such integration; and to see if methods and techniques of evaluation planning have evolved in sufficient detail.

IND 040
Dahake W G

A Study of Inspection and Supervision Practices in Relation to the Changing Educational System. Nagpur University, 1979.

administrative principles; inspectors; supervision; India

The major objectives of the investigation were to find out the effects of change on participative supervision; perceptions and workload of teachers and supervisors; planning of supervision; methods of teaching; materials and equipment in schools; and the helpfulness of inspection and supervision.

IND 041
Darji D R and Dingre P K

A Study of School Renewal with Respect to Organisational Health. Department of Educational Administration, Maharastra State University, 1982.

educational improvement; leadership; school organization; India

Objectives of the study were to identify the leadership behaviour patterns of school principals of Baroda district and Baroda city; to identify the organisational climate types of the schools; to identify the nature of organisational health of the schools; and to look into the organisational health of the schools through the leadership behaviour patterns of principals and organisational climate of the schools.

IND 042
Davar N S

Management of Education in the Indian Economy. Poona University, 1977.

economic development; leadership training; management; India

Objectives of the enquiry were to study the facilities available in India in the field of management education; to assess their appropriateness in meeting the needs of India; and to indicate what measures could be taken to make educational facilities in the area of management more appropriate in terms of present and future needs of the country.

IND 043
Deka G

Organisation of Pre-primary Education in Assam. Gauhati University, 1982.

administrative organization; preprimary education; India

Major aims of the study were to analyse the trend of development of pre-primary education in the State of Assam; to survey its organisational pattern both under public and private management; to find out if the pre-school education was organised in conformity with the accepted norms; and to suggest improvements.

IND 044
Dewal D S

Profile of Registrants - An Enquiry into Variables Relating to Students of Correspondence Institutions at the Secondary Level, Open School. Central Board for Secondary Education, New Delhi, 1982.

correspondence schools; secondary schools;
student characteristics; India

Objectives of the study were to understand the distribution of students in correspondence institutions; to study their reactions towards various subsystems of correspondence education like difficulty level of courses, study hours, self-containedness of courses, response sheets and fees.

IND 045
Dey B R

Adult Education Programme at the Balumath Block, Palamau, Bihar. Xavier Institute, Jamshedpur, 1981.

adult education programmes; local government; India

IND 046
Dey B R

Adult Education Program in Patamda Block, Singhbhum, Bihar. Xavier Institute, Jamshedpur, Directorate of Adult Education, Department of Education, Government of Bihar, Patna, 1981, 54p.

adult education; functional literacy; programme evaluation; India

The main objective of the study was to evaluate the performance of the National Adult Education Program at the Patamda Block in Bihar and make recommendations for greater effectiveness of the program.

IND 047
Dey B R and Natarajan R

Evaluation of the Adult Education Program in Nine Districts of Bihar. Xavier Institute, Jamshedpur, 1980.

adult education; functional literacy; programme evaluation; India

The main objective of these studies was to evaluate the performance of the adult education program in nine blocks in nine districts and make recommendations for greater effectiveness of the program.

IND 048
Dixit A

A Study of Educational Need Patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan. Rajasthan University, 1975.

adult education; educational needs; rural urban differences; India

The objectives of the study were to find out educational need patterns of the adults in the urban, rural and tribal communities of Rajasthan; to study the attitudes of adults towards their needs for continuing education and the relationship between different groups; to study the factors limiting their participation in the educational activities; and to study the different kinds of programs which were useful for the education of adults.

IND 049
Ganesh S R

Building Management Education Institutions: Processes and Performance. Administrative Staff College of India, Hyderabad, 1979.

administrative principles; educational institutions;
leadership training; India

The study attempted to identify and operationalise performance and processes for two types of institutions, namely, the post-experience institutions and the postgraduate institutions. The study also aimed to throw light on how processes influence performance.

IND 050
Ganesh S R

From Thin Air to Firm Ground: Empirical Guidelines for a General Processual Model of Institution Building. Human Relations, 32, 9, 1979, p751-779.

administrative organization; educational innovations;
leadership training; India

The paper reports on one set of contributions from an exploratory study of management education institutions in India to ground the Institution Building theory. It develops empirically a general processual model of institution building using five concepts: contexts, capability development, innovative thrust, penetration (performance) and process mechanisms affecting institutional development. Implications for planned change at macro-system (social change) and micro-system (organisational change) levels are highlighted.

IND 051
Ganesh S R

Performance of Management Education Institutions: An Indian Sampler. Higher Education, 9, 1980, p.239-253.

administrative organization; leadership training; performance criteria; India

The paper reports the result of an attempt to assess the performance of six management education institutions in India which were established in the 1950s and 1960s and equally divided between post-graduate and post-experience education. Performance on both system survival and system effectiveness dimensions has been incorporated into the performance measurement attempt. An attempt has been made to relate various process mechanisms of institution building to the different aspects of performance.

IND 052
Ganesh S R and Sarupria Delpat

Explorations in Helplessness of Higher Education Institutions in the Third World. Higher Education, 12, 1983, p.191-204.

administrative problems; educational institutions; higher education; India

After independence the Education Commission called for the creation of new institutions to undertake the task of higher education in technology, agriculture and management. This article explores the implications of importing the "MIT Model" in the case of IITs and ventures some possible explanations of the feelings of institutional helplessness through in-depth data collected in one IIT. The authors believe that the "sorting" process implicit in the MIT and the Business School Models, in particular, when imposed on the Indian socio-economic milieu has aggravated the isolation of the elites from the realities of the country as well as increased dependence on the West.

IND 053
GCPI

A Study of the Effectiveness of Panel Supervision in Secondary Schools. Allahabad, 1981.

evaluation methods; secondary schools; supervision; India

The main purposes of the investigation were to study the effectiveness of panel supervision in secondary schools and to suggest measures for effective panel supervision.

IND 054
Gore N S

SITE Studies: A Critical Assessment of the Studies Relating to the Satellite Instructional Television Experiment, August 1, 1975 - July 31,1976. Tata Institute of Social Science, Bombay, 404p.

adult education; communications satellites;
instructional television; India

IND 055
Govinda R

School Education in Rural Areas: A Study of Tumkur District. Institute for Social and Economic Change, Bangalore, 1980.

rural areas; school surveys; India

Specific objectives of the study were to examine the distribution of facilities for school education in different parts of the district; and to appraise the quality of existing schools in terms of physical accommodation, playground, science equipment, library, extracurricular activities, teachers, incentive schemes in operation and extent of wastage.

IND 056
Gugani Hans Raj

Functional Literacy for Rural Development: Field Studies of Three Rural Functional Literacy Projects. Ministry of Education and Culture, New Delhi, 1980, 62p.

functional literacy programmes; rural development; India

IND 057
Gupta S L

An Intensive Study of the Factors Influencing the Growth of Girls' Education at the Elementary Stage in Uttar Pradesh with Special Reference to Meerut District. Meerut University, 1982.

educational development; girls schooling; primary education; India

Major hypotheses of the study were that the growth of girls' education was inversely influenced by the proportions of distances between the school and the residence of girls; the acceptance of the need of girls' elementary education by parents/guardians varied from area to area and community to community; the attitude of dependence on girls for help at home/farm/shop by their parents/guardians influenced their educational growth adversely; the school costs, such as cost of books, stationery, clothing and tranport inversely influenced the growth of girls' education in backward areas; and the school organisation pattern such as availability of a separate girls' school, female teachers, sanitary facilities, directly influenced girls' education.

IND 058
Harihar R and Rao T V

Adult Education in Rajasthan: Third Appraisal (Jhunjuhnu District). Public System Group, Indian Institute of Management, Ahmedabad, 1982, 103p.

adult education; functional literacy; programme evaluation; India

This is an in-depth study of the Rural Functional Literacy Programme in Jhunjhunu District, Rajasthan, done in 1982 to assess the impact of the National Adult Education Program. Three hundred Adult Education Centres were opened in 1981-82 in the District (217 male and 83 female). Total enrolment in these centres was 7850.

IND 059
Harihar R and Rao T V

Adult Education in Rajasthan: Third Appraisal (Jaipur District). Public Systems Group, Indian Institute of Management, Ahmedabad, 1982, 179p.

adult education; functional literacy; programme evaluation; India

The third appraisal of the National Adult Education Programme (NAEP) in Rajasthan pertains to an in depth study of the working of the Rural Functional Literacy Programme in the District Jaipur. The main objective was to assess the impact of NAEP.

IND 060
Haryana. State Institute of Education

A Critical Appraisal of the Functioning of School Complex Scheme in Haryana. Gurgaon, 1979.

administrative organization; educational complexes;
provincial programmes; India

Specific aims of the investigation were to study the history and background of the school complex program with particular reference to Haryana state; to obtain a first-hand picture of the existing conditions in schools which inhibited the success of the scheme; to assess the qualitative and quantitative achievement of the school complex programs;

to suggest measure to knit the participating and Central Schools into a unified organisation structure and consequently to study administrative, organisational and resources (material as well as non-material) aspects of the school complex program; and to recommend appropriate suggestions to make the heads and teachers of the participating schools responsive to the scheme.

IND 061
Hebsur R K, Aikara J and Henriques J

National Adult Education Program in Maharashtra - An Evaluation. Tata Institute of Social Sciences, Bombay, 1981.

adult education; functional literacy; programme evaluation; India

This was a quick appraisal of the adult education in Maharashtra. The broad objective of this study was to identify the areas of strengths and weaknesses of the program and ascertain the factors associated with them.

IND 062
Heredero J M

Rural Development and Social Change. An Experiment in Non-formal Education. Manohar, New Delhi, 1977, 181p.

nonformal education; rural development; social change; India

IND 063
Heredia R C

Structure and Performance of College Education - An Organizational Analysis of Arts and Science Colleges in Bombay. Social Science Centre, St. Xavier's College, Bombay, 1981.

administrative organization; higher education; India

The major objective of the study was to study the internal organisational structure of selected arts and science colleges affiliated to Bombay University, with special reference to organisation, principles of bureaucracy and professionalism, teaching-research dilemma, institutional innovation and external examination system. The basic research problem focussed on the functional efficiency of the affiliated university in a changing social situation and rising expectations it must meet within the constricting limitations.

IND 064
Hommadi A H

The Application of Modern Scientific Management Principles to the Development of the University Administration in Developing Countries. Raj University, 1978.

administrative principles; higher education; India

The present investigation aimed at studying the application of modern scientific management principles to the development of university administration in developing countries. It attempted to offer some conceptual outlines of how a university of the developing country might transform itself and become one of the more active agents for "world's transformation". It also concentrated on stating the problems in higher education and what general directions should be taken to solve them.

IND 065
India. Adult Education Association

Research in Adult Education (Proceedings of the National Seminar, 1982). Indian Adult Education Association, New Delhi, 1983.

adult education; research; India

IND 066
India. All India Council of Teacher Education

Manpower Assessment and Analysis in Industry for Education and Training. Eastern Regional Committee, Calcutta, 1976.

manpower development; technical education; training; India

The major objective was to assess the manpower and do job analyses of the technicians working in industries with a view to providing essential pre-requisites to planning for technical education in the country.

IND 067
India. Council for Social Development

Non-formal Education for Rural Women Phase I. Highlights from the Study, October, 1974. Council for Social Development, New Delhi, 1975, 8p.

nonformal education; rural areas; womens education; India

IND 068
India. Council for Social Development

Case Study of Curriculum Development for an Experimental Non-formal Education Project for Rural Women. Council for Social Development, New Delhi, 1977, 65p.

nonformal education; rural areas; womens education; India

IND 069
India. Council for Social Development

Study of the Functional Literacy Programme of ICDS Scheme, Kathura, Haryana: Phase II. Council for Social Development, New Delhi, 1982.

functional literacy programmes; local government; India

IND 070
India. Council for Social Development

Study of the Functional Literacy Programme of ICDS Scheme, Manigachi, Bihar: Phase II. Council for Social Development, New Delhi, 1982.

functional literacy programmes; local government; India

IND 071
India. Council for Social Development

Study of the Functional Literacy of ICDS - Mylliem Block, Upper Shillong, Meghalaya. Council for Social Development, New Delhi, 1982.

functional literacy programmes; local government; India

IND 072
India. Council for Social Development

Study of the Functional Literacy Programme of ICDS Scheme, Kidderpore, Calcutta. Council for Social Development, New Delhi, 1983.

functional literacy programmes; local government; India

IND 073
India. INSAT Television Utilisation for Education and Development Study Group

Report of the Study Group on INSAT. Ministry of Education and Culture, New Delhi, 1981, 70p.

communications satellites; educational development; instructional television; India

IND 074
India. Ministry of Agriculture

Farmers Training and Education Programme: Evaluation Report. Directorate of Extension (Ministry of Agriculture), New Delhi, 1978, 43p.

farmers; nonformal education; India

IND 075
India. Ministry of Education and Culture

Report on Education: 1978/1980. Ministry of Education and Culture, 1981.

educational policy trends; national surveys;
official reports; India

Document prepared for the International Conference on Education, 38th Session, Geneva, 10-189 November, 1981.

IND 076
India. Ministry of Education and Social Welfare

Work-experience in Schools: Third All India Educational Survey. National Council of Educational Research and Training, New Delhi, 1977, 76p.

national surveys; school surveys; work experience programmes; India

IND 077
India. Ministry of Education and Social Welfare

Enrolment Trends in States: 1968-69 to 1978-79. Ministry of Education and Social Welfare, New Delhi, 1978, 25p.

enrolment trends; provincial surveys; India

IND 078
India. Ministry of Education and Social Welfare

Fifty Years of Adult Education in India. Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, 1978, 168p.

adult education; educational policy trends;
nonformal education; India

IND 079
India. Ministry of Education and Social Welfare

Expenditure on Education as Shown in Central and State Annual Budgets: 1976-77 to 1978-79. Ministry of Education and Social Welfare, New Delhi, 1979, 168p.

central provincial relationship;
educational finance; expenditures; India

IND 080
India. National Council for Educational Research and Training

Fourth All-India Educational Survey: Some Statistics on School Education. National Council of Educational Research and Training, 1980, 93p.

national surveys; school systems; statistical studies; India

IND 081
India. National Council for Educational Research and Training

Status of Women through Curriculum: Elementary Teacher's Handbook. National Council for Educational Research and Training, New Delhi, 1982, 87p.

curriculum development; primary school teachers;
womens education; India

IND 082
India. National Institute for Educational Planning and Administration

Some Basic Facts about Educational Administration in India. National Institute for Educational Planning and Administration, New Delhi, 1979, 110p.

educational administration; management systems;
national surveys; India

IND 083
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to the Programme of Universalisation in Andhra Pradesh. New Delhi, 1979.

administrative organization; primary education;
universal education; India

The objectives of the study were to examine the adequacy of the present administrative system for elementary education in relation to the program of Universalisation of Elementary Education (UEE) in Andhra Pradesh; to suggest ways of strengthening the implementation of the program of UEE; to suggest means of coordinating the efforts of the Education Department with the other developmental agencies in Andhra Pradesh involved with the program; and to suggest a framework for the decentralisation of administration of elementary education so that on the spot decisions be taken and full involvement of the community is ensured.

IND 084
India. National Institute for Educational Planning and Administration

A Study of Elementary Education in Relation to Universalisation of Elementary Education in Assam. New Delhi, 1979.

administrative organization; primary education;
universal education; India

The objectives of the study were to examine the adequacy of the present administrative system of elementary education in relation to the program of UEE in Assam; to suggest ways of strengthening the implementation of the program; to suggest means of coordinating the efforts of the Education Department with other developmental agencies in Assam in achieving UEE; and to suggest a framework for the decentralisation of elementary education administration and for community involvement.

IND 085
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to Universalisation of Elementary Education in Bihar. New Delhi, 1979.

administrative organization; primary education;
universal education; India

The objectives of the study were to examine the adequacy of the present administrative system of elementary education in relation to the program of UEE in Bihar; to suggest ways of strengthening the implementation of the program of UEE; to suggest means of coordinating the efforts of the Education Department with the other development agencies in Bihar for achieving UUE as visualised in the Medium Term Plan 1978-83; and to suggest a framework for the decentralisation of administration and for community involvement.

IND 086
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to Universalisation of Elementary Education in Jammu and Kashmir. New Delhi, 1979.

administrative organization; primary education;
universal education; India

The objectives of the study were to examine the adequacy of the present administrative system for elementary education in relation to the program of Universalisation of Elementary Education (UEE) in Jammu and Kashmir; to suggest ways of strengthening the implementation of the program; to suggest means of coordinating the efforts of the Education Department with the other developmental agencies in Jammu and Kashmir; and to suggest a framework for the decentralisation of administration of elementary education and for community involvement.

IND 087
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to the Programme of Universalisation in Madhya Pradesh. New Delhi, 1979.

administrative organization; primary education;
universal education; India

The objectives of the study were to examine the adequacy of the present administrative system of elementary education in relation to the program of UEE in West Bengal; to suggest ways of strengthening the implementation of the program; to suggest means of coordinating the efforts of the Education Department with the other development agencies in Madhya Pradesh for achieving UEE; and to suggest a framework for the decentralisation of administration of elementary education and for community involvement.

IND 088
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to the Programme of Universalisation in Orissa. New Delhi, 1979.

administrative organization; primary education;
universal education; India

The objectives of the study were to examine the adequacy of the present administrative system of elementary education in relation to the program of UEE in Orissa; to suggest ways of strengthening the implementation of the program of UEE; to suggest measures for coordinating the efforts of the Education Department with the developmental agencies in Orissa for achieving UEE; to suggest a framework for the decentralisation of administration of elementary education and for community involvement.

IND 089
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to the Programme of Universalisation in Rajasthan. New Delhi, 1979.

administrative organization; primary education;
universal education; India

The objectives of the study were to examine the adequacy of the present administrative system of elementary education in relation to the program of universalisation of elementary education in Rajasthan; to suggest ways of strengthening the implementation of the program of universalisation of elementary education; to suggest means of coordinating the efforts of the Education Department with the other developmental agencies and universalisation of elementary education; and to suggest a framework for the decentralisation of the administration of elementary education to facilitate on the spot decisions and involvement of the community in the program.

IND 090
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to the Programme of Universalisation in Uttar Pradesh. New Delhi, 1979.

administrative organization; primary schools;
universal education; India

Objectives were to examine the adequacy of the administrative system of elementary education in relation to UEE in Uttar Pradesh; to suggest ways of streamlining the administration of elementary education for the successful implementation of the program; and to suggest ways of coordinating the efforts of the Education Department with other developmental agencies for achieving UEE; to suggest a framework for the decentralisation of elementary education administration and for community involvement.

IND 091
India. National Institute for Educational Planning and Administration

A Study of Administration of Elementary Education in Relation to the Programme of Universalisation in West Bengal. New Delhi, 1979.

administrative organization; primary education;
universal education; India

Objectives were to examine the adequacy of the administrative system of elementary education in relation to the program of universalisation of elementary education; to suggest ways of strengthening the administration of elementary education for successful implementation of the program of UEE; to suggest means of coordinating the efforts of the Education Department with the other developmental agencies for achieving UEE; to suggest a framework for the decentralisation of elementary education administration and for community involvement.

IND 092
India. National Staff College for Educational Planners and Administrators

Educational Administration in Karnataka: A Survey Report. National Staff College for Educational Planners and Administrators, New Delhi, 1977, 92p.

educational administration; management systems;
provincial surveys; India

IND 093
India. National Staff College for Educational Planners and Administrators

Educational Administration in Tamil Nadu: A Survey Report. National Staff College for Educational Planners and Administrators, 1977, 122p.

educational administration; management systems;
provincial surveys; India

IND 094
India. National Staff College for Educational Planners and Administrators

Educational Administration in Bihar: A Survey Report. National Staff College for Educational Planners and Administrators, New Delhi, 1978, 80p.

educational administration; management systems;
provincial surveys; India

IND 095
India. NIPCD

Country Report on Child Development in India: Implications for Policy and Training. New Delhi, 1980.

child development; educational policy trends; training; India

The main objectives were to define perspectives for child development in the eighties; to indicate alternative strategies for delivery of child development services; and to identify manpower and training needs for child development services. The study covered the areas of demography, health and nutrition, child rearing and education, the problems of handicapped children and trends in social change and development as related to the pre-school child in India.

IND 096
India. Planning Commission

Basic Statistics for Educational Planning. Planning Commission, Education Division, New Delhi, 1981, 74p.

educational policy trends; national planning; statistical data; India

IND 097
India. Space Applications Centre

Satellite Instructional Television Experiment: Programme Assessment by Field Experts. Space Applications Centre, 1977, 5p.

communications satellites; educational innovations;
instructional television; India

IND 098
India. Space Applications Centre

INSAT Utilisation for Education and Development: A System Study. Indian Space Research Organisation, Ahmedabad, 1979, 123p.

communications satellites; educational innovations;
instructional television; India

IND 099
Jain S P and Kurulkar L

Assessment of Vocational Training Needs of Women in Rural Areas. National Institute of Rural Development, Hyderabad, 1980.

educational needs; vocational training; womens education; India

The main objective of the investigation was to prepare an action plan for the development of skills of rural women to promote their employment. The specific objectives were to survey existing vocational training facilities for women in the districts; identify the vocations having scope for employment; recommend types of training programs for development of skills to enable women to undertake employment.

IND 100
Karunakaran K

Identification of Factors to be Tackled in an Effective Program of Non-formal Education and Training of Farmers. Kerala University, 1981.

agricultural education; administrative problems;
nonformal education; India

The findings of the study indicate that agricultural training programs have great influence on farmers and help them to adopt innovative practices and modern technology. Their influence is felt even in the case of marginal farmers. The study made the recommendation that an integrated course for developing the farm, the home and the community is needed for an effective program of non-formal education for farmers.

IND 101
Kasinath H M

A Critical Study of the Problems of Wastage and Stagnation in Primary Education in Karnataka State. Karnataka University, 1980.

dropouts; educational wastage; primary schools; India

The main objectives of the study were to assess the extent of wastage in the schools under study; to compare the wastage indices for relevant sub-groups based on sex, school type, location and educational level; to assess the extent of stagnation; to compare the stagnation indices for relevant sub-groups; and to identify the group of causal factors of wastage and stagnation classified under four major categories, namely, instructional, teacher, pupil and family.

IND 102
Kaur S

A Critical Study of the Organisation of Educational Administration and Finance in the State of Uttar Pradesh. Avadh University, 1981.

administrative organization; educational administration; educational finance; India

The main purpose of the study was to have a critical examination of the development and expansion of elementary, secondary, higher, adult and technical education. The development and expansion of administrative set up in the wake of rise in enrolment and number of educational institutions was also examined and the impact of rapid expansion on quality of higher education was also studied.

IND 103
Khanna Inderjig and Ramarao T P

Location of Schools: Analysis of a Computer Model. Public System Group Monograph 43, Indian Institute of Management, Ahmedabad, 1982, 34p.

computers; models; school mapping; India

This project is a sequel to an earlier project - "A Computer Model for Location and Upgrading of Schools". It aims at testing the efficiency of an earlier model developed for location of schools. In this follow-up study, the actual process of location and upgrading of schools in Udaipur District during the four academic sessions, 1978-79 to 1981-82, is compared with the possible result of applying the suggested model in similar circumstances.

IND 104
Koshy T A et al

Mehbook Nagar Experiment: Non-formal Project for Rural Women to Promote the Development of the Young Child. Council for Social Development, New Delhi, 1976.

nonformal education; rural areas; womens education; India

IND 105
Krishnayya J G

India: Basic Needs: A Socio-economic and Demographic Simulation Model. Systems Research Institute, Pune, 1981.

educational needs; models; socioeconomic background; India

IND 106
Kunnankal T V

No Limits to Development: A Brochure on Educating for Productivity. National Council for Educational Research and Training, New Delhi, 1982, 37p.

economic development; manpower development; productivity; India

IND 107
Lal Manohar and Mishra Rajeshwar

Adult Education in Bihar: Third Appraisal. A N Sinha Institute of Social Studies, Patna, 1982, 87p.

adult education; functional literacy; programme evaluation; India

The third appraisal report deals with eight Rural Functional Literacy Projects. These projects are fully financed by the Government of India and each project consists of 300 centres.

IND 108
Madras Institute of Development Studies

Adult Education Program in Tamil Nadu - An Assessment of the Internal Evaluation Practices. Madras Institute of Development Studies, Madras, 1982, 52p.

adult education; programme evaluation; student evaluation; India

The objective of the study was to find out whether the adult education program objectives have been achieved and also to comprehend the various processes in program implementation so that identification of desirable modifications needed is facilitated.

IND 109
Madras Institute of Development Studies

Adult Education Program in Tamil Nadu - An Appraisal of the Program for Training the Functionaries. Madras Institute of Development Studies, Madras, 1982, 64p.

adult education; programme evaluation; training; India

An effort has been made to understand the values and attitudes, particularly with respect to the conditions of the poor illiterate adults, held by the animators before amd after the exposure to the training program. The changes in the values and attitudes were expected to throw some light on the effectiveness of the training program.

IND 110
Maharastra State University. Centre for Advanced Study in Education

Evaluation of the National Adult Education Program in Seven Districts of Gujarat - An Interim Report. Maharastra State University, Baroda, 1981.

adult education; functional literacy; programme evaluation; India

The study aimed at evaluating the adult education programs sponsored by the State and Central Governments, namely the Sarvodaya and National Adult Education Programme (NAEP) schemes.

IND 111
Mali M G

Factors Affecting Retention of Literacy among Adult Neo-literates. Shivaji University, 1974.

adult basic education; literacy retention; success factors; India

The study showed that the reading materials had a high correlation with literacy retention; environmental factors had no influence on retention; and classroom factors needed to be stressed for retention.

IND 112
Mariappan Susheela and Ramakrishnan G

Evaluative Study of the National Adult Education Programme in the Union Territory of Pondicherry. State Resource Centre for Non-formal Education, Madras, 1981, 53p.

adult education; national programmes; programme evaluation; India

IND 113
Mathur R K

Statistics of Women's Education: Their Sources and Limitations. 1978.

statistical data; womens education; India

Information was obtained through the 1971 census and the Ministry of Education, and through the annual reports of the Universities Grants Commission. The National Educational Surveys by NCERT on wastage and stagnation in primary and middle schools, achievement in mathematics, women teachers in rural areas, unrecognised institutions offering preschool education, the National Survey of Elementary Teacher Education in India, the Second National Survey of Secondary Teacher Education in India and motor development of Indian children were also analysed.

IND 114
Matthai Ravi J

Experiments in Educational Innovation of a "Rural University" - (Jawaja Project - Rajasthan). First Phase 1975-1977. Indian Institute of Management, Ahmedabad, 1978, 390p.

educational innovations; higher education; rural areas; India

The experiment aimed at trying to influence change in rural education by using it as an integral part of rural development; exploiting local resources; training villagers to equip themselves with more refined and up-to-date technologies of indigenous skills; involving institutions like banks, technical specialists, private sector undertakings and educational bodies to get them to lend financial, technical, marketing and educational assistance; linking education with the economic activities initiated, thus making education more functionally oriented; and withdrawing the mediating link provided by the rural development group between the villagers and the institutions, so as to make the village an independent, self-supporting unit.

IND 115
Matthai Ravi J, Pareek Udai and Rao T V

Institution Building in Education and Research - From Stagnation to Self-renewal. All-India Management Association, New Delhi, 1977, 174p.

administrative problems; higher education; management systems; India

Institutions of higher learning and research should examine their management and decision-making processes and identify those aspects of their management which contribute to the institution building framework. A seminar on decision-making in institutions of higher education and research was held at the Indian Institute of Management, Ahmedabad, on April 5 and 6, 1974.

IND 116
Matthai Ravi J, Pareek Udai and Rao T V

Management Process in Universities - A Study of Decision Making and Organisational Health in Two Agricultural Universities. Public Systems Group Monograph 1, Indian Institute of Management, Ahmedabad, 1978, 291p.

agriculture; higher education; management systems; India

This monograph presents the result of an attempt to diagnose the organisational health and decision-making strategies in two agricultural universities from two different States. It analyses the task structure and decision-making strategies used; dimensions of decision-making; participation and the extent to which members of various sub-systems feel satisfied/deprived of participation in decision making in relation to different task areas; the characteristics of organisational health in agricultural universities; and the extent of organisational conflict and their sources.

IND 117
Mehdi S

A Critical Evaluation of the Educational Programmes, Teaching and Instructional Facilities offered at the Elementary Stage in Baroda Municipal Corporation Schools and Schools Run by Private Agencies in Baroda City. Maharastra State University, 1979.

primary schools; private schools; programme evaluation; India

Objectives of the study were to evaluate and compare private and corporation schools in terms of pedagogical inputs like teaching methods and instructional facilities; to compare economic (financial) and socio-psychological (organisational climate and leadership behaviour) inputs of private and corporation schools; and to compare the output in terms of achievement of pupils of private and corporation schools.

IND 118
Mishra D N

A Critical Study of Educational Administration and Organisation of Traditional Sanskrit Schools of Uttar Pradesh. Sampurnanand Sanskrit University, 1981.

programme evaluation; school administration;
traditional education; Indi

Main objectives of the investigation were to study the managing committee, school constitution, appointment, scale of pay, provident fund, and attitude of teachers and principals towards their institutions; rules and regulations for admission and interpersonal relations among pupils, teachers and principals of the schools; financial position, school building, hostel facilities, timetable, curriculum, examination system and libraries; educational progress, system of inspection, status of discipline and provision for student welfare of traditional Sanskrit schools; and to find out the opinion of state government and Sanskrit University regarding Sanskrit education.

IND 119
Mitra S K

Analysis of Educational Flow in Primary Course of a Region: A Markov Chain Approach. Psychometry Unit, Indian Statistical Institute, Calcutta, 1982.

dropouts; models; primary school students; India

The primary school system was considered as a set of steps with classes represented as stages of succession. A set of data regarding the percentages of dropouts, repeaters and promotees during one year of an area of northern India was used as input. As output, long term implications of present education propensity was computed, for instance, proportion of students who will complete the course successfully, proportion of dropouts in the long run, and expected stay in school.

IND 120
Nain J S, Srivastava R P and Solar M

Manpower Planning for the North-Eastern Region. Institute of Applied Manpower Research, New Delhi, 1975.

educational planning; educational policy trends;
manpower needs; India

Major objectives of this study were to assess manpower requirements at micro-level for important selected sectors and manpower availability; the potential of manpower education and training facilities vis-a-vis manpower requirements; to provide a macro-level model for assessing manpower demand and supply and planning for educated/skilled manpower.

IND 121
Nair G Sankaran Kutty

Preparation of a Training Program for Non-formal Education Workers in Kerala. University of Kerala, 1981.

nonformal education; programme planning; training; India

The study was confined to the field workers engaged in Farmers' Functional Literacy and Adult Education programs. The training program was tried out on a representative group of thirty instructors selected from the home district of Trivadrum. The instructors trained through the newly evolved training program have been found superior to the others in relation to the roles expected of them. A manual was prepared incorporating guidelines for the implementation of the suggested program for non-formal education workers.

IND 122
Nanda S K

A Critical Study of the Development of Adult Education in the Punjab during the Period from 1947 to 1972. Punjabi University, 1978.

adult education; attitudes; educational history; India

The objective was to investigate the development of adult education in the State of Punjab and to study the opinion of the public about the adult education program. Centres of adult education need to be spread over both rural and urban areas and there is a need to have a separate department of adult education to deal with this program.

IND 123
Natarajan R

Adult Education Programme at the Laxmipur Block, Menghyr, Bihar. Xavier Institute, Jamshedpur, 1981.

adult education programmes; India

IND 124
Natarajan R

Adult Education Programme at the Madanpur Block Aurangabad, Bihar. Xavier Institute, Jamshedpur, 1981.

adult education programmes; India

IND 125
Natarajan R

Adult Education Program at the Amarpur Block, Bhagalpur, Bihar. Directorate of Adult Education, Government of Bihar, Patna, 1981, 60p.

adult education; functional literacy; programme evaluation; India

The main objective of the study was to evaluate the performance of the National Adult Education Program at Amarpur Block in Bhagapur District, Bihar, and make recommendations for greater effectiveness of the program.

IND 126
Natarajan R

Adult Education Program at Sirdala Block, Navadha, Bihar. Directorate of Adult Education, Government of Bihar, Patna. 1981. 60p.

adult education; functional literacy; programme evaluation; India

The main objective of the study was to evaluate the performance of the National Adult Education Program at the Sirdala Block in Navadha District on the basis of sample data and make recommendations for greater effectiveness of the program. The evaluation is primarily based on three essential components of the program, namely literacy, functionality and awareness, so as to provide better direction not only to Sirdala Block, but to several other blocks where the adult education program is being conducted by the governmental and voluntary agencies.

IND 127
Natarajan R

Adult Education Program at Giriyak Block, Nalanda, Bihar. Directorate of Adult Education, Government of Bihar, Patna, 1981, 64p.

adult education; functional literacy; programme evaluation; India

The main objective of the study was to evaluate the performance of the National Adult Education Program at the Giriyak Block in Nalanda District and make recommendations for greater effectiveness of the program.

IND 128
Natarajan R

Adult Education Program at the Shikaripada Block, Santhal Pargana, Bihar. Directorate of Adult Education, Government of Bihar, Patna, 1981, 70p.

adult education; functional literacy; programme evaluation; India

The main objective of the study was to evaluate the performance of the National Adult Education Project at the Shikaripada Block in District Senthal Pargana, and make recommendations for greater effectiveness of the program.

IND 129
Nayantara S N

A Study of Universal Primary Education in Tumkur District (Karnataka). Institute for Social and Economic Change, Bangalore, 1981.

dropouts; primary education; universal education; India

The major objectives of the study were to find out the extent of non-enumeration, non-enrolment, non-attendance and dropouts at the elementary stage of education (6-14 years); differential rates of non-enrolment, non-attendance and dropout between villages which had facilities for different levels of schooling, sex-wise, and by scheduled caste/tribe; and socio-economic composition of the children who did not enrol or did not attend school regularly, or who dropped out prematurely from elementary schools; the relationship between schooling facilities and incidence of non-enrolment, non-attendance and dropout; and formal and nonformal means of reducing these phenomena.

IND 130
New Delhi Institute of Social Studies Trust

Adult Education for Women - Developing a Research Base through Four Case Studies. Directorate of Adult Education, New Delhi, 1983.

adult education; womens education; India

The objectives of the study were to explore significant areas of research; identify the institutions which can take on this kind of research; study the working of a few selected projects and successful methodologies. Four agencies, namely Action for Welfare and Awakening in Rural Environment, Andhra Pradesh; Young Womens Christian Association, Tamil Nadu; Sarvangeen, Gujarat; and the Delhi Administration Program in Muslim area were selected for in depth study.

IND 131
Nirmala L

A Survey of Work done by Voluntary Organisations for Education and Training of Physically Disabled in Karnataka. 1981.

physically handicapped; special education; volunteers; India

Objectives of the study were to assess the nature and extent of work and its relevance to the needs of the disabled; to analyse the various needs of the disabled and to find out the gaps therein; to examine the problems faced by voluntary organisations in carrying out their work; and to assess the extent of benefits for the really needy disabled.

IND 132
Osterling O and Persson J

The Indian Non-formal Education Programme: An Evaluation. Swedish International Development Authority, Stockholm, 1982, 39p.

national programmes; nonformal education; programme evaluation; India

IND 133
Pareek Udai

Education and Rural Development: Asian Experiences. Public Systems Group Monograph 5, Indian Institute of Management, Ahmedabad, 1979.

educational needs; educational reform; rural development; India

In various Asian countries there is a concern to make education more relevant to society, and some experiments have been conducted in this direction. This monograph looks at these experiments and synthesises them in the form of generalisations. It raises some issues such as redesigning of curriculum, strengthening facilities, roles, and effective implementation of plans, all of which require further attention.

IND 134
Pareek Udai and Rao T V

Learning from Action. Public Systems Group Monograph 37, Indian Institute of Management, Ahmedabad, 1981, 164p.

educational development; projects; India

The monograph presents five case studies of action based experiments conducted in education and development. Lessons for making "action" more effective in achieving results are presented. The case studies presented include: The Rural University experiment in Rajasthan, the Self-employed Women's Association experience in Gujarat; Educating Tribal Youth through Participatory Methods used by the National Labour Institute; Development of Youth Leadership through Adult Education by Seva Mandir, Udaipur; and the Ideological Education Experiment at Lokasiksha Parishad in West Bengal, India.

IND 135
Patel G H

An Investigation to Study the Attitude of Teacher Education towards the Programme of Non-formal Education Leading to Life-long Education in the State of Gujarat. Baroda University, 1980.

lifelong education; nonformal education; teacher education; India

IND 136
Paulraj N K

A Study of the Socio-economic Factors and their Interrelationships among the Out-of-school Children. Madras University, 1980.

dropouts; out of school youth; socioeconomic background; India

The study investigated the problem of unschooling and dropping out in descriptive and survey research terms. Descriptive-theoretical discussion served as the basis for generation of the hypotheses. The survey research yielded definite data which measure some of the important parameters of the problem of unschooling and dropping out.

IND 137
Pestanjee D M, Laharia S N and Dixit Dipti

National Adult Education Programme in Rajasthan - Second Appraisal. Public Systems Group Monograph 23, Indian Institute of Management, Ahmedabad, 1980, 148p.

adult education programmes; functional literacy;
programme evaluation; India

This report embodies findings of the second appraisal of the National Adult Education Programme in Rajasthan (Nov.-Dec. 1979). It incorporates an evaluation of 50 voluntary agencies with 186 adult education centres spread over 20 districts of Rajasthan. It provides an insight into the problems and functioning of the NAEP in Rajasthan dealing with present learners, dropouts, the potential learner, village elite, instructors, facilities of adult education centres, supervisors, agencies and district adult education officers.

IND 138
Pestanjee D M, Laharia S N and Dixit Dipti

National Adult Education Program in Rajasthan: Second Appraisal. Indian Institute of Management, Ahmedabad, 1981.

adult education; functional literacy; programme evaluation; India

The second appraisal study of the National Adult Education Program in Rajasthan was conducted in November/December, 1979, with a view to bringing out the significant factors which might strengthen the program.

IND 139
Pillae G V, Benjamin J and Nair K R

A Study of Dropouts in Primary Education in Kerala. State Planning Board, Government of Kerala, Trivandrum, 1980.

dropouts; primary education; socioeconomic background; India

Main objectives of the study were to estimate the rate of dropout in primary education in Kerala, and to identify the socio-economic causes leading to dropout. The details of enrolment and dropouts collected from the fifty-six schools for the year 1976 were utilised for estimating the percentage of dropout. A sample of dropouts from each of the selected schools were chosen for detailed household enquiry.

IND 140
Pillai J K and Thangasamy S

Vocationalisation at the Higher Secondary Stage of the 10+2+3 Pattern of Education. Department of Education, Madurai Kamaraj University.

administrative organization; secondary education;
vocational education; India

The aims of the project were to conduct a vocational survey in Madurai district; to identify the select vocations in which there were opportunities for employment or self-employment either at present or in the immediate future in Madurai district; to devise curricula for a few need-based vocations as given priority by students, teachers and the public/parents; and to undertake an opinion survey to find out the reactions of students, teachers and the public, including parents and industrialists, towards the working and efficacy of vocationalisation at the +2 stage in the higher secondary schools of Madurai district.

IND 141
Pillai K Sivadasan

Non-formal Education Needs and Provisions for Adults in Kerala: A Research Monograph. Centre for Adult Education and Extension, Trivandrum, 1980, 44p.

adult education; nonformal education; India

IND 142
Pillay G S

Impact of Non-graded Units upon Primary School Dropouts. Department of Education, Madurai Kamaraj University, 1982.

dropouts; nongraded curriculum; primary schools; India

Aims of the study were to appraise the impact of non-graded units in minimising the wastage in primary education; to find out the reactions of teachers to the non-graded units; to identify the practices in the non-graded primary schools; and to find out the facilities provided in standards I, II and III.

IND 143
Prakash Braham

The Impact of Functional Literacy in the Rural Areas of Haryana and the Union Territory of Delhi. Kurukshetra University, 1978.

functional literacy; programme evaluation; rural areas; India

The study aimed to assess the impact of the functional literacy component of Farmers' Training and Functional Literacy Programme on the farmers regarding knowledge, attitude and adoption behaviour towards high yielding varieties, besides their attainments in literacy skills.

IND 144
Prashant Ganguli, Pathak K N and Mirza Shahnaz

Adult Education in Bihar - Fourth Appraisal. A N Sinha Institute of Social Studies, Patna, 1983, 196p.

adult education; functional literacy; programme evaluation; India

The objective of the study was to evaluate the performance of the National Adult Education Program implemented through five different projects run by the State Government of Bihar and to make necessary suggestions for further improvement.

IND 145
Rahman Saulat

Educational Television: An Exploratory Study of Educational Satellite Broadcast Television Programme in Orissa. Ministry of Education and Social Welfare, New Delhi, 1977, 173p.

communications satellites; educational development;
instructional television; India

IND 146
Rajammal T A

A Critical Study of Inspection and Supervisory Practices at Secondary School Stage in Tamil Nadu. 1981.

inspectors; secondary schools; supervision; India

Specific objectives were to analyse the Tamilnadu Inspection Code, the Grant-in-aid Code and educational rules with a view to finding out the expected role of secondary school inspection; to study the inspection proformas now used in the state to evaluate secondary schools and analyse a sample of Inspection Reports of the secondary schools in the state for the year 1979-80; to study the expectations of Inspecting Officers, headmasters and teachers of secondary schools regarding the present inspection practice; and to develop an instrument (inspection proforma) for the evaluation of secondary schools.

IND 147
Rajasthan. State Institute of Education

Working Holidays in Rajasthan. Udaipur, 1977.

socioeconomic background; vacations; work experience; India

Objectives of the study were to examine the feasibility of the working holidays program in the rural situation with reference to pupils of low socio-economic background; to locate the areas of maximum and minimum achievement of pupils in the basic subjects; to present a model to pupils, teachers and the schools at large as to the profitable utilisation of vacations for the betterment of pupils; to demonstrate optimum utilisation of school plant during the vacations; and to study the efficiency of the various activities organised during the program.

IND 148
Rajeevalochana A

A Study of Administrator Behaviour in Secondary Schools of Tamilnadu. Maharastra State University, 1981.

administrator role; principals; secondary schools; India

Major objectives of the study were to measure the administrator behaviour of the principals or headmasters/headmistresses of the secondary schools in Tamilnadu; to measure and find out the relationship among administrator behaviour, organisational climate and teacher morale; to measure and establish the relationship between administrator behaviour and the traditional or progressive character of schools; to measure teacher morale and find out its relationship to the traditional or progressive character of the school; and to measure the perceptions of teachers about their principals on the ABDS and find out its relationship with the principals' perception of themselves on the ABDS.

IND 149
Ramakrishnan K

National Adult Education Program: An Appraisal of the Role of Voluntary Agencies in Tamil Nadu. Madras Institute of Development Studies, Madras, 1980.

adult education; programme evaluation; volunteers; India

The main objective of this study was to ascertain the extent of achievement of the objectives of the program, cost effectiveness, strengths and weaknesses of implementation and possible future strategies for action and research.

IND 150
Ramakrishnan K

Adult Education in Tamil Nadu: An Appraisal of the Role of the State Government. Madras Institute of Development Studies, Madras, 1982, 132p.

adult education; programme evaluation; provincial programmes; India

The adult education program of the Tamil Nadu Government consisted of two major components - the Rural Functional Literacy Project (RFLP) and the State Adult Education Program (SAEP). The RFLP was launched in the State in April 1979 and the SAEP in January/February, 1980.

IND 151
Ramakumar U

A Survey of Pre-primary Institutions in Bangalore City. Institute of Social and Economic Change, Bangalore, 1979.

preprimary education; school community; teacher role; India

Main purposes of the study were to survey the existing conditions of preprimary schools in Bangalore city; to interview some of the teachers regarding the problems faced by them in the institutions in which they were working; to collect opinions from parents sending children to preprimary schools regarding these institutions; and to suggest ways and means of improving preprimary schools.

IND 152
Ramanujam M S et al

Stock and Supply of Educated Manpower in Jammu and Kashmir. Institute of Applied Manpower Research, Report 17, 1979.

manpower needs; provincial surveys; India

The objectives of the study were to estimate the stock of educated manpower in the state by different educational levels relating to early 1971 and the supply during the fifth and sixth plan periods; to present the stock of manpower by different educational levels as at the end of 1978 and 1983; and to present estimates of the adjusted stock and supply for the periods mentioned above.

IND 153
Ramanujam M S, Raghavan K, Bolar M, Nain J S, Srivastava M B and Bhatt P R

Analysis of Student Wastage in Educational Institutions in Jammu and Kashmir. Institute of Applied Manpower Research, Report 17, 1979.

dropouts; educational wastage; provincial surveys; India

The present study was undertaken to provide an estimate of student wastage due to dropout at different levels of education in the state; provide an assessment of stagnation at different levels of education in the state; identify the structural location of wastage for different levels of education; identify the reasons for student wastage at different levels; and identify the factors affecting students' successful completion of the given level of education.

IND 154
Ramaseshan B and Shendy M

Study of Improvement of Measurement in the University Administration of Poona University. Administrative Staff College of India, Hyderabad, 1979.

administrative organization; higher education; India

Aims of the study were to examine the present organisation of the university administration and evolve a systematic and harmonious arrangement of work to enable the university administration to meet its desired objectives; to examine the existing systems and procedures for important transactions in the university administration from the point of view of work simplification and smooth and timely disposal of work; and to provide guidelines for academic self evaluation.

IND 155
Ramarao T P, Rao T V and Shinghvi M K

A Computer Model for Administration of Teacher Transfers. Public Systems Group Monograph 4, Indian Institute of Management, Ahmedabad, 1978, 38p.

computers; models; teacher placement; India

This study aims at developing a computer model by which it is possible to suggest a combination of transfers that satisfy the maximum number of transfer seekers with a minimum number of actual transfer movements, thus saving time of educational administrators. A quick and timely solution to transfers, identifying the various difficulties experienced by teachers and administration, improvement in school standards through timely transfers and balanced supply of teachers to different schools, are some of the advantages of using the systems proposed in the study.

IND 156
Ramarao T P and Shinghvi M K

A Computer Model for Location and Upgrading of Schools. Public Systems Group, Indian Institute of Management, Ahmedabad, 1978, 16p.

computers; models; school mapping; India

This paper presents a possibility to mechanise the process of selection of new locations and upgrading for schools, and aims at facilitating quick decisions once the number of schools is decided. It also helps in identifying the minimum number of schools catering to the needs of various localities. Some of the uses of this computer model are quick solutions to complex problems; a systematic experimentation of policies; identifying needs of deserving localities; reduction of time gap between government decisions and actual implementation and streamlining decision procedures on various issues related to development of schools.

IND 157
Rao G M

A Study in Relation to Universalisation of Elementary Education in Andhra Pradesh. Directorate of School Education, Hyderabad, 1980.

administrative organization; primary schools;
universal education; India

Objectives of the study were to examine the adequacy within Andhra Pradesh of the present administrative system for elementary education in relation to the program of universalisation of elementary education; to indicate the ways and means of strengthening and streamlining the administration of elementary education for the successful implementation of the program of universalisation of elementary education· to suggest ways and means of coordinating the efforts of the Education Department with other development agencies; and to suggest the framework for decentralisation of administration of elementary education.

IND 158
Rao G R S et al

A Comprehensive Study of Educational Administration and Management of the School System in the State of Karnataka. Administrative Staff College, Hyderabad, 1981.

educational administration; management systems; school systems; India

The study attempted to identify critical areas in the administration of the overall school educational system, and to find alternative solutions to improve management effectiveness in respect of utilisation of manpower, financial and physical resources, and in decision making and control aspects.

IND 159
Rao H V Venkateswara

Long Term Educational Plan for India. Osam University, 1981.

educational policy trends;
integrated rural development; national planning; India

An integrated approach was devised as the long term approach to educational planning in India. The educational plan for a country under this approach would not be formulated in isolation but would have to be drawn as an integral part of the economic strategy determined as optimum. The integrated approach, suggested as an alternative to existing approaches, ensures that requisite supply of manpower skills of right quality would be made available from the educational sector during each of the phases of the development strategy which the country selected as optimum.

IND 160
Rao T B, Bhatt Anil, Ramarao T P

Adult Education for Social Change. Manohar Publications, 1980.

adult education; functional literacy; social change; India

Seven agencies were given grants to start adult education centres during the years 1977-78 and 1978-79. The aim of this study was to evolve, on the basis of experiences of several institutions involved in appraisal studies, a methodology which could act as a model.

IND 161
Rao T V

Educational Innovations for Rural Development. Public Systems Group, Indian Institute of Management, Ahmedabad.

educational innovations; integrated rural development;
nonformal education; India

This exercise presents the actual experiences of a faculty team of the Indian Institute of Management, Ahmedabad, which made an attempt to link education with development in a backward area of Rajasthan State. The experience starts with an unstructured survey to investigate the orientations of rural people to education. Realising that the present education system is not seen by rural masses as of any use, the team started generating economic activities with the available resources in the block and attempted to link them to education. This case can be used as a management game type exercise for change agents interested in rural development and rural education.

IND 162
Rao T V

Role of Politicians, Bureaucrats and Intellectuals in Policy Formulation: The Case of the National Adult Education Programme in India. Paper presented at the Workshop on Public Policy Management, Ahmedabad. Public Systems Group, Indian Institute of Management, 1981, 20p.

administrator role; adult education programmes;
policy formation; India

This paper describes the role played by various agents and agencies in the formulation of the National Adult Education Program in 1978. The role played by the Prime Minister, Education Minister, bureaucracy, intellectuals, voluntary agencies and various committees are described. The case illustrates how innovative programs can be formulated through participative methods with collaboration from various agencies.

IND 163
Rao T V, Bhatt Anil and Ramarao T P

Adult Education for Social Change - A Study of the National Adult Education Program (NAEP) in Rajasthan. Manohar Publications, New Delhi, 1980, 192p.

adult education programmes; national programmes; social change; India

The volume makes a systematic investigation of seven voluntary agencies involved in NAEP, which aims at banishing illiteracy among adults and improving the socio-economic status of the masses.

IND 164
Rathnaiah E V

Structural Constraints in Tribal Education: A Regional Study. Sterling Publishers, New Delhi, 1977, 114p.

administrative problems; rural areas; tribes; India

IND 165
Sachchid Ananda and Pandey K K

Communication in a Rajasthan Village: An Evaluative Study of SITE. Space Applications Centre, Ahmedabad, 1979, 73p.

communications satellites; instructional television;
programme evaluation; India

IND 166
Sachchid Ananda, Verma K K, Lal Manohar and Mishra Rajeshwar

Voluntary Effort in Adult Education in Bihar. Naya Prakash, Calcutta, 1981.

adult education; functional literacy; volunteers; India

This is an appraisal of the work done by the twenty-two voluntary agencies in fourteen districts of the State during 1978-79. Objectives were to examine the working of Adult Education Centres in terms of the objectives of the National Adult Education Program (NAEP); to identify the beneficiaries of Adult Education Centres; to identify the strengths and weaknesses of Adult Education Centres and their determinants; and explore the trends of social change triggered off by the NAEP.

IND 167
Sahu K C

An Investigation into the Adequacy of Panchayatraj Administration in the Tribal Development Blocks of Orissa. Sambalpur University, 1980.

administrator role; extension agents; tribes; India

This study enquired into the adequacy of Panchayatraj administration in the Tribal Development Blocks of Orissa. Adequacy of Panchayatraj administration was seen as depending on the efficiency of the extension officers, their adjustment and attitude. The objective of the study was to determine the inter-relationship between attitude, adjustment and efficiency of extension officers, treating efficiency as the criterion variable, and the other two as predictor variables.

IND 168
Sapra C L

A Study of the Role of the Central Advisory Board of Education in Relation to the Development of Primary Education in India. Delhi University, 1980.

central educational agencies; educational development;
primary education; India

Specific objectives of the study were to examine the recommendations of Central Advisory Board of Education (CABE) relating to some of the important problems of quantitative expansion and qualitative improvement and some other allied problems of primary education; to ascertain the extent of influence of the board in the implementation of its recommendation on the Central and State Governments; to critically examine the implications of the changes in the membership composition and working procedures of the Board for the development of education in general and primary education in particular; and to suggest improvement in the role effectiveness of the Board.

IND 169
Saraf S N

Literacy in a Non-literacy Milieu: The India Scenario. International Institute for Educational Planning, Research Report 35, Paris, 1980, 187p.

integrated rural development; literacy; social environment; India

IND 170
Saraswathi L S

Experience with People in Curriculum Planning and Material Production: Report of the Village Camp at Tirukashtiyur. State Resource Centre for Non-formal Education, Madras, 1978, 32p.

curriculum planning; materials preparation; rural areas; India

IND 171
Saraswathi L S and Padma A V

Study of the Clientele in the Non-formal Education Centres (6th years) in Tamil Nadu and their Expressed Reasons for Learning Literacy. State Resource Centre for Non-formal Education, Madras, 1979, 89p.

educational needs; literacy programmes; nonformal education; India

IND 172
Saraswathi L S

Non-formal Education Centre at Thamaraipadi for the Age Group 6-14: A Case Study. State Resource Centre, Madras, 1979, 32p.

nonformal education; out of school youth; India

IND 173
Sarkar B N

Non-enrolment of Children in Schools and Reporting Error in Data Collection. Demography Research Unit, Indian Statistical Institute, Calcutta, 1980.

attendance rate; enrolment influences; reporting; India

Suppression of non-enrolment reports was found more from females. Lapses of reporting were more from literate wives, perhaps due to higher motivation to educate children. Literate mothers were more reluctant to report non-enrolment of children. Presence of literate wives in households was positively associated with higher enrolment of children in schools. Comparison of reports of the father and the mother might eliminate almost all the fictitious enrolment statements by the father or the mother.

IND 174
Sarkar B N

Primary Education of Children in Rural Bengal. Demography Research Unit, Indian Statistical Institute, Calcutta, 1980.

enrolment influences; primary school students; rural areas; India

The main aims were to work out the level of minimum education which should be arranged for boys and girls; to identify the various causes leading to non-enrolment of children and suggest programs for increasing their access to education; and to specify causes of school dropout of children before attaining the minimum education and to plan strategies of educating parents not to withdraw children.

IND 175
Sarkar B N and Das C

Management of Primary Schools in Rural Areas of Districts around Calcutta. Demography Research Unit, Indian Statistical Institute, Calcutta, 1980.

management; primary schools; rural areas; India

The major objective was to find out the availability of educational facilities in primary schools and to analyse the probable factors responsible for variations in performances of primary schools in rural areas of the state.

IND 176
Sarma Atul, Shah Vimal, Parikh K, Bhanumati V

Adult Education in Gujarat: An Appraisal. Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1979.

adult education; functional literacy; programme evaluation; India

The objectives of the appraisal study were to: audit the data of adult education centres; examine the working of the centres in relation to the objectives of the National Adult Education Programme (NAEP); identify strengths and weaknesses of the centres and indicate areas for action.

IND 177
Sarma Atul, Sharan G, Bhanumati V and Parikh K

Adult Education Program in Gujarat - Revisited. Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1981.

adult education; functional literacy; programme evaluation; India

The objectives of the study were to audit the data of the adult education centres; examine the working of the centres in relation to the objectives of the adult education program; identify the areas of success and failure; and indicate the areas for policy intervention and also for further research.

IND 178
Satyavati A

A Study of Proneness of Adoption and Discontinuance of Innovations in Schools. Maharastra State University, Baroda, 1980.

administrator role; educational innovations;
school organization; India

Objectives of the investigation were to study the process of adoption of successful innovations and the process of discontinuance of innovations; to study the process of adoption and discontinuance of innovations in relation to organisational climate, leadership behaviour and teacher morale in the school; and to study the variations in the process of adoption of innovations in different types of schools (privately aided, central and missionary schools).

IND 179
Seetharamu A S

Education and Training for Rural Development: A State of Art Paper for Karnataka State. Institute for Social and Economic Change, Bangalore, 1981, 24p.

rural development; training; workers education; India

IND 180
Shah A B and Bhan Susheela

Non-formal Education and the National Adult Education Programme. Oxford University Press, New Delhi, 1980, 245p.

adult education; national programmes; nonformal education; India

IND 181
Shah K R

Adult Education Program in Gujarat: Third Evaluation. Sardar Patel Institute of Economic and Social Research, Ahmedabad, 1983, 190p.

adult education; functional literacy; programme evaluation; India

The third evaluation of the National Adult Education Program was done to evaluate the Adult Education Centres under the Rural Functional Literacy Program in operation during 1981-82 in twelve out of nineteen districts of Gujarat. In this study an attempt was made to examine the impact of the program in terms of its three main components - literacy, functionality and social awareness - by contacting a sample of ex-learners. Moreover, potential eligible learners were also contacted to study the phenomenon of non-participation.

IND 182
Shah M

Survey of Resource Utilisation in Polytechnics of Eastern India. Technical Teachers Training Institute, Calcutta, 1981.

educational resources; polytechnical education; India

Objectives of the present survey were to locate the strengths, in terms of the resources of workshops, library and teaching aids, of polytechnics of the region; to identify the areas of short-fall of resources compared with the "standard" recommended by the Eastern Regional Committee (ERC); to examine the mode of utilisation of available resources; to identify the nature of out-dated and unserviceable equipment; to recommend ways and means to meet the short-fall/improved utilisation of existing resources within the constraints of individual institutions; to prepare a data base of polytechnic material resources in order to conduct growth studies of individual polytechnics from time to time; and to identify utilisation factors for future allocation and support of individual polytechnics.

IND 183
Shah Maya

Economic Factors Explaining Variations in Literacy Rates in Rural Areas: A Case Study of Gujarat. The Maharaja Sayajiro University Economics Series No.7, Baroda, 1981, 58p.

economic factors; literacy; rural areas; India

IND 184
Sharma D K

A Study of the Management of Education Systems with Special Reference to Decision Making and Organisational Health. Maharastra State University, 1982.

administrative organization; decision making;
management systems; India

Main objectives of the study were to examine the management of a technological university with respect to governance, decisional participation of faculty members and organisational health; to study the management of a technically oriented university with respect to the three aspects; to study the management of an Indian Institute of Technology with respect to the three aspects; to compare the three systems with respect to the three aspects; to study the relationship between existing decisional participation of faculty members and organisational health; to study the relationship between expected decisional participation and organisational health; and to study the relationship between the existing decisional participation and expected decisional participation.

IND 185
Sharma Motilal

Planning and Evaluating Non-formal Education: A Systems Model. Associated Publishers, Ambala Cantt, 1979, 112p.

educational planning; nonformal education;
programme evaluation; India

IND 186
Sharma R C

A Study of Educational Forecasts: An Analysis and Proposal.
Administrative Staff College of India, Hyderabad, 1980.

educational development; educational policy trends;
enrolment projections; India

The investigation attempted to analyse the forecasts and trends of education in India as proposed in selected studies, and to examine the implications of their findings; to present a proposal for education in 2000 AD incorporating the important variables emerging from the analysis of forecasts.

IND 187
Shastri C

Human Resource Development and Educational Planning in Kumaun.
Kumaun University, 1977.

educational planning; human resources development;
school community relationship; India

The main objectives of the study were to compute the human resources development on the basis of levels of educational attainment and the number of persons in relation to population; to explain intra-sectoral diffusion of literacy and other profiles; to adjust the educational system according to the needs of the community; to prepare the students for life in the community with the assumption that their standard of living will depend on the level of their productivity.

IND 188
Shirgopikar S G

A Study of Wastage in Education of Girls (Standards VIII to X) in the High Schools of Kolhapur Corporation Area. Sri Sathya Sai University, 1983.

educational wastage; girls schooling;
secondary school students; India

Objectives of the study were to find out the extent of wastage; to find out the causes of wastage; and to suggest the remedies.

IND 189
Shukla A

A Study of Teachers' Alienation in Relation to Principals' Administrative Styles, Administrative Effectiveness and Some Other Organisational Characteristics of the Schools at +2 Level. Meerut University, 1980.

administrator role; school organization; teacher motivation; India

Major objectives of the investigation were to study the extent of alienation present in the teachers of intermediate colleges; to study how alienation of teachers was related to the administrative styles of the principals of the colleges; and to study how teachers' alientation was related to some other organisational characteristics of the schools such as size, location, sex, type of management and functional effectiveness.

IND 190
Shukla P C

An Evaluation of Leadership in Educational Administration at District Level. Meerut University, 1981.

educational administrators; leadership; school districts; India

Objectives of the study were to evaluate the existing educational leadership, meaning thereby to identify the styles of leadership with regard to the dimensions of initiating structure and consideration; to probe into the relationship that might exist between styles of educational leadership as measured in this study and teachers' morale; to study the relationship between styles of educational leadership and teachers' attitudes towards their job; to study if there was any impact of sex on educational leadership; and to study if there was any difference between perceptions of rural-urban leadership at this level of education.

IND 191
Singh D R

A Study of Role Expectations, Job Satisfaction and Aspiration Level of Block Education Officers of Haryana. Kurushatra University, 1982.

administrator role; local education authorities; India

The objectives of the study were to find out if there was a consensus among block education officers on various items concerning their role (actual and expected behaviour); their job satisfaction and their aspiration levels; to find out if there was a consensus among seniors (distriction education officers and sub-divisional education officers) on various items concerning block education officer's role (actual and expected behaviour); to find out if there was relationship between actual behaviour and expected behaviour as perceived by the block education officers themselves; and to find out if there was a relationship between block education officer's own perception and senior's perception of block education officer's role.

IND 192
Singh M N

A Mini-study of Education at the School Stage in the State of Meghalaya. Office of the Field Advisor, National Council for Education Research and Training, Shillong, 1980.

administrative organization; school surveys; school systems; India

The study attempted to highlight a few important aspects of the existing system of education in the state of Meghalaya and suggest some measures for improving the present condition. The available literature and some records of the Department of Statistics, Directorate of Education, Meghalaya, were screened and the obtained data were analysed in terms of frequency and percentages.

IND 193
Singh N

A Study of Administrative Problems of Affiliated Colleges. Maharastra State University, 1981.

administrative problems; administrator role; higher education; India

Objectives of the study were to examine the college plant and physical facilities provided in the colleges and problems arising out of them; to study administrative problems with respect to management board of colleges, affiliated university, etc; to determine leadership behaviour patterns of the principals of the colleges; to determine the organisational climate prevalent in the colleges; and to find out the relationship of the administrative problems with leadership patterns and organisational climate of the colleges.

IND 194
Sinha D P et al

Descriptive-cum-analytical Study of Nagaland Education System. Administrative Staff College of India, Hyderabad, 1977.

administrative organization; provincial surveys; school systems; India

The study aimed at reviewing the existing administrative system of education development in the state of Nagaland with particular reference to decision making and control, performance review and monitoring system, planning and budgeting including allocation of financial resources and organisation of support system; identifying critical points in the administration of education in the state; and suggesting improvements in the administration of the educational system.

IND 195
Sinha J B P

School Complex. A N Sinha Institute of Social Studies, Patna, 1980.

administrative organization; educational complexes;
school supervision; India

Major purposes of the investigation were to examine in depth the functioning of the school complex scheme and to find out its effect on inspection, supervision of schools, teachers and students.

IND 196
Somiah M

Management of Nursery Schools. Indian Institute of Management, Bangalore, 1980.

administrative organization; management; nursery schools; India

The study attempted to review the management of various facilities, conditions under which the staff work, financial aspects including payment of salaries, per student cost and procedures and policies adopted in regard to the nursery schools in Bangalore city.

IND 197
Srivastava R C

An Investigation into the Faculty Participation in the Administration of Institutions offering Professional Courses of Study. Delhi University, 1980.

administrative organization; higher education;
teacher participation; India

The aims of the study were to find out what the faculty members of nursing and teacher training colleges understood by participation; what reasons were advanced for permitting or not permitting faculty participation in the administration of their institutions; the areas, levels, channels and extent of participation available to faculty members in the administration of their institutions and to compare the faculty participation practices in nursing and teacher training institutions; and the relationship of faculty participation with an institution's climate and faculty satisfaction.

IND 198
Srivastava S and Gupta S P

Survey of the Non-enrolled, Non-attending and Dropout Children of the Age Group Six to Fourteen in the Ferozepore District. Dev Samaj College of Education for Women, Ferozepore, 1980.

dropouts; enrolment influences; school surveys; India

Major objectives of the study were to determine the extent of non-enrolment, non-attendance and drop-out at the elementary stage of education (6-14 years age group); to determine the socio-economic and sexwise composition of their groups; to study the differential rates of non-enrolment, non-attendance and drop-out children of rural and urban areas; and to find out whether school variables played any significant role in enrolment, attendance and dropping out.

IND 199
Subramanian Ashok

Adult Education for Adult Educators: A Note. Public Systems Group, Indian Institute of Management, Ahmedabad, 1983, 8p.

adult education programmes; adult educators; India

Learners and the community can teach educators and managers much that would be useful in planning and adapting the adult education curriculum and centre to suit learner needs. This note stresses the importance of learning for the educators of an adult education program.

IND 200
Subramanian Ashok, Khanna Inderjit, Bhatt Anil and Singh Anil K

Managing an Adult Education Project - Fourth Appraisal of the National Adult Education Program in Rajasthan, 1982-83. Indian Institute of Management, Ahmedabad, 1982, 134p.

adult education; management systems; programme evaluation; India

The fourth appraisal (1982-83) has focussed on the theme of project management arising out of observations made in earlier appraisals regarding management strategies and systems used for implementing the adult education program.

IND 201
Subramanian Ashok, Khanna Inderjit, Bhatt Anil and Singh Anil K

Managing an Adult Education Project: Fourth Appraisal of the National Adult Education Programme in Rajasthan (1982-83). Public Systems Group Monograph 51, Indian Institute of Management, Ahmedabad, 1983, 133p.

adult education programmes; management; programme evaluation; India

This study reviews the National Adult Education Program in two districts of Rajasthan with a focus on project management. Four important elements of project management - administrative arrangements and systems, personnel development, links with development programs and community participation - are reviewed in Section I of the report. Suggestions for change in the NAEP at project and state directorate level are made. Section II presents an exploratory study of managing an adult education centre. A brief report on the follow-up workshop to stress the use of appraisals for planning is presented in Section III.

IND 202
Surenderkumar Nagia

A Study of Industrial Workers Education and Training in India with Special Reference to Madhya Pradesh. Jabalpur University, 1979.

industrial education; training; workers education; India

IND 203
Tali T A

A Case Study of School Enrolment in Longkhum Village (Nagaland). NEHU, 1980.

enrolment influences; socioeconomic background;
student participation; India

Major purpose of the study was to find out the distribution of children according to households and the position regarding their enrolment in Village Longkhum in Mokokchung district of the state of Nagaland. The village had the highest literacy and enrolment percentage in the state.

IND 204
Talukdar B K

Adult Education in Assam during Post-independence Period. Gauhati University, 1975.

administrative problems; adult education; decentralization; India

Objectives of the study were: to ascertain whether adult education is maintaining the status quo or has been able to progress in the modern context of adult education; and to know the impact of the new democratic decentralisation on adult education in Assam. The study revealed some problems in the way of progress of adult education in Assam, such as inadequate use of audiovisual aids, organisational problems, dearth of teachers, accommodation and non-availability of suitable material.

IND 205
Thimmaiah G, Seetharamu A S, Aziz A and Royappa P H

Vocational Education: Problems and Prospects - A Case Study of Karnataka State. Institute of Social and Economic Change, Bangalore, 1981.

educational policy trends; provincial programmes;
vocational education; India

Objectives were to evaluate the overall demand for vocational skills in Karnataka in relation to the vocational courses offered; to review the program of vocational education in the state with respect to enrolment trends, selection procedures, resource position; to focus the problems of vocational education and highlight its prospects; and to make policy and recommendations on the future program of vocationalisation.

IND 206
UNESCO

Formal and Non-formal Education in Rural Development: A Sample Survey in the State of Karnataka, India. Unesco, Paris, 1980, 77p.

nonformal education; rural development; school systems; India

IND 207
Uniyal M P and Shah B

Regional Disparity in Education with Special Reference to Hill Region of Uttar Pradesh. Kumaun University, 1979.

enrolment trends; national regional disparities; tribes; India

Main objectives were to assess the literacy and occupational status of hill people as compared to the people of other zones of Uttar Pradesh; to compare the student-school ratio and student-teacher ratio among different zones of Uttar Pradesh at all educational levels (junior basic, senior basic, secondary and higher); and to study these comparisons in relation to different districts of Kumaun and Garhwal.

IND 208
Upasani V N

Management Development Programme for School Administrators. Poona University, 1980.

educational administrators; leadership training;
programme planning; India

Main objective of the research was to evolve a management development programme for school administrators. With this major aim, the scope of the work included task analysis, identification of competencies required and formulating the contents of MDP, its pattern, and instructional methodologies. The researcher also proposed to develop a curriculum guide and illustrative training materials.

IND 209
Vashist B K

A Programming Model of Educational Planning for Haryana. Kurukshetra University, 1980.

educational planning; linear programmes; models; India

The main objectives of the study were to find out an efficient allocation of given resources, measured in terms of budgetary resources and student-time valued at its opportunity cost, among different types of education; and the claim of the educational sector on resources of the society. The programming model employed a linear maximand and linear constraints.

IND 210
Venkataiah N

Impact of the Farmers' Functional Literacy Programme on the Participants in Andhra Pradesh. Sri Venkateswara University, 1977.

farmers; functional literacy programmes; literacy achievement; India

The assessment of impact was made in terms of the following selected objectives of the Farmers' Functional Literacy Programme (FFLP): attainment of literacy skills; attainment of agricultural knowledge; and attitudinal changes towards improvement of agricultural practices and adult literacy.

IND 211
Verma K K and Lal Manohar

Evaluation of Adult Education Program in Bihar: A Report on Gurua Rural Functional Literacy Project. A N Sinha Institute of Social Studies, Patna, 1981, 83p.

adult education; functional literacy; programme evaluation; India

Main objective was to examine the Gurua Rural Functional Literacy Project in relation to the objectives of the Adult Education Program.

IND 212
Verma K K, Mishra Rajeshwar and Lal Manohar

Adult Education for Development: A Study of the National Adult Education Program in Bihar. A N Sinha Institute of Social Studies, Patna, 1981.

adult education; functional literacy; programme evaluation; India

The objectives of the study were to review the functioning of the voluntary agencies involved in the National Adult Education Programme (NAEP) with reference to staffing pattern, recruitment and training of instructors and supervisory staff, supply of teaching materials, problems encountered in running adult education centres and suggestions to improve the program.

IND 213
Verma K K, Mishra Rajeshwar and Lal Manohar

An Appraisal of Two NAEP Projects: Harsidhi and Ekma (Bihar). A N Sinha Institute of Social Studies, Patna, 1981, 42p.

adult education; functional literacy; programme evaluation; India

The main objective of the study was to examine the working of NAEP projects at Harsidhi and Ekma in terms of the objectives of the Adult Education Program.

IND 214
Visaria Leel and Mathew Thomas

Adult Education Programme in Gujarat (Fourth Evaluation), 1983. Sardar Patel Institute of Economics and Social Research, Ahmedabad, 1983, 54p.

adult education; nonformal education; programme evaluation; India

IND 215
Vinaitheerthan V

A Study of Innovation Dissonance and its Correlates in the Secondary Schools. Maharastra State University, 1981.

administrator role; educational innovations; secondary schools; India

The major objectives of the study were to locate the relation of innovation dissonance between information stage and adoption stage; to find relation of innovation dissonance between adoption stage and confirmation, between confirmation stage and information stage; and to see how far innovation dissonance is affected by school climate, characteristics of teachers, leadership behaviour, organisational climate and temperament of teachers.

IND 216
Vishnakarma R L

Implementation of Article 45 of Indian Constitution in Bundelkhand Area: Achievements and Problems. Bundelkhand University, Jhensi, 1981.

compulsory education; educational policies; free education; India

The study was designed to evaluate the progress of education at primary and junior high school level from 1950 to 1975 in Bundelkhand region in Uttar Pradesh and to compare it with the progress of education in the country as a whole. It also aimed at finding out the reasons for the non-implementation of the directive principles of the constitution as regards provision of free and compulsory primary education.

IND 217
Wankadia N J

Problems Pertaining to Secondary Schools run by some Industrial Concerns in Maharashtra and Gujarat States. Bombay University, 1980.

administrative problems; industrial education;
secondary schools; India

Main objectives of the investigation were to study whether the secondary schools run by industrial organisations were significantly different from the ordinary secondary schools; to study the problems faced by the principal in running the secondary schools under industrial management; to study the extent to which the equipment of the secondary schools was adequate; to study the problems of the teachers, teaching in these institutions and to know whether their problems were similar to those in ordinary schools; to study the problems both academic and administrative faced by the management of the industrial concerns, and to suggest remedies for the same; to investigate the problems of parents (both industrial and non-industrial workers) in sending their wards to the secondary schools; and to make concrete suggestions as a result of the study for making the secondary schools run by industrial organisations model and ideal institutions.

IND 218
Xavier Labour Relation Institute

Adult Education and Social Change: Evaluation Report - Adult Education Project, Tamar, Ranchi. Directorate of Adult Education, Government of Bihar, Patna, 1981, 55p.

adult education; programme evaluation; social change; India

The objective of the study was to evaluate the performance of the National Adult Education Project at the Tamar Block in District Ranchi and make recommendations for greater effectiveness of the program. Twenty-four Adult Education Centres were selected out of 247 centres on a stratified random sampling basis.

KOREA (Republic)

ROK 001
Chang Il Yun et al

The Expansion of Opportunities for Higher Education and Quality Control. Educational Research Report No.102. Korean Educational Development Institute, Seoul, 1979, 449p.

educational quality; higher education; national planning; Korea R

The expansion of educational opportunities might be meaningless unless taking into account the quality of higher education. Therefore it is necessary to prepare and develop some practical policy measures for quality control as well as for the expansion of opportunities for higher education.

ROK 002
Chong Jae Lee

The Long Term Prospect for Educational Development, 1978-91. Korean Educational Development Institute, Seoul, 1979, 250p.

educational development; educational policy trends;
national planning; Korea R

ROK 003
Chung Wha Suh et al

Study on the Establishment and Management of Small Scale Schools - Centering around Primary Schools in the Metropolitan Cities. Miscellaneous Educational Research Report No.70. Korean Educational Development Institute, Seoul, 1980, 125p.

primary schools; school administration; small schools; Korea R

Educational conditions of elementary schools, their causes and their results are analysed in this research. A model for building and operating small-scale schools, and some important matters on policy are discussed.

ROK 004
Chung Wha Suh et al

A Device for the Education of Teacher's Miscellaneous Duties. Miscellaneous Educational Research Report No.96. Korean Educational Development Institute, Seoul, 1981, 131p.

administrative principles; school organization;
teaching conditions; Korea R

This document discusses techniques for the elevation of teachers' morale and the normalisation of school education. These are important tasks in reforming the educational system and in creating environments where teachers may be able to concentrate on teaching.

ROK 005
Chung Wha Suh et al

Educational Administration System in Selected Countries. Educational Research Report No.123. Korean Educational Development Institute, Seoul, 1980, 267p.

educational administration; educational policy trends;
management systems; Korea R

Twelve countries are compared in terms of their administrative organisation for central education, administrative organisation for local education, officials for educational administration, educational finances, and other recent educational administration system trends. Conclusions are drawn for the development directions of the Korean educational administration system based upon these results.

ROK 006
Chung Wha Suh et al

The Exploration of Policy Directions for the Improvement of Educational Personnel Administration. Educational Research Report No.144. Korean Educational Development Institute, Seoul, 1981, 175p.

educational administration; educational policy trends;
personnel management; Korea R

This study focuses on the improvement factors which allow classroom teachers to concentrate on teaching, on the enhancement of teacher quality and professionalism, on the supply of high-quality teachers, and on rationalisation of personnel administration.

ROK 007
Jong Jae Lee et al

Policy Directions for the Extension of the Compulsory Education. Educational Research Report No.66. Korean Educational Development Institute, Seoul, 1978, 130p.

compulsory education; educational policy trends;
middle schools; primary schools; Korea R

This study analyses materials related to the enforcement of middle school compulsory education and investigates the instructional reality in elementary and middle schools.

ROK 008
Korea. Ministry of Education

Educational Development in Korea: A Graphic Presentation: 1976. National Institute of Education, Seoul, 1981, 136p.

educational development; national planning; Korea R

ROK 009
Korea. Ministry of Education

Education in Korea. National Institute of Education, Seoul, 1981, 41p.

educational development; educational policies;
national planning; Korea

ROK 010
Korea. Ministry of Education

Report on Education: 1978/79 - 1979/80. Ministry of Education, Seoul, 1981.

educational development; educational policies;
national planning; Korea

ROK 011
Se Ho Shin et al

A Comprehensive Report on the Elementary Middle School Educational Development Project: Achievement and Future Perspectives of the Project. Educational Research Report No.76. Korean Educational Development Institute, Seoul, 1976, 115p.

middle schools; primary schools; projects; Korea R

The purpose of the study was to evaluate the results and prospects of educational development projects proposed and carried out by KEDI.

ROK 012
Tae Bum Chung et al

School Management Handbook. Miscellaneous Educational Research Report No.45. Korean Educational Development Institute, Seoul, 1978, 222p.

administrative principles; school administration; school supervision; Korea R

This handbook is composed of four parts: an instructional model of the new education system; techniques for efficient school management; actual contents for each step of school management; and the function of supervision in the school managerial system.

ROK 013
Yoon Tai Kim et al

Evaluation Study of Equalization Policy of Quality in High School Education (The Secondary Study Report). Educational Research Report No.78, Korean Educational Development Institute, Seoul, 1976, 136p.

educational policies; equal education; secondary schools; Korea R

This study evaluates the results of the high school equalization policy, centering around the academic ability problem which has turned up as the most difficult problem of education. It mostly deals with development of supplementary instructional programs to aid the low achievers in their studies.

ROK 014
Yong Hun Park et al

Problems of National Education. Educational Research Report No.27. Korean Educational Development Institute, Seoul, 1976, 197p.

educational policy trends; national planning; Korea R

This booklet aims to show the conceptual and empirical principles of the national spirit. There are two parts: the concept and direction of national spirit education; and the curriculum and problems in national spirit education. An attempt is made to devise methods for dealing with educational issues at the national political level.

ROK 015
Young Chul Kim et al

Toward the Normalization of School Education by Eliminating Private Tutoring. Educational Research Report No.132. Korean Educational Development Institute, Seoul, 1981, 236p.

educational policies; educational reform; tutoring; Korea R

A survey conducted in 1980 revealed that 147,000 students (14.9%) of a total of 983,000 received private tutoring of one form or another after regular classes. A comprehensive policy scheme has been developed to eliminate private tutoring.

ROK 016
Young Chul Kim et al

The School System: Major Problems and Future Directions. Educational Research Report No.141. Korean Educational Development Institute, Seoul, 1981, 375p.

administrative organization; educational policy trends; Korea R

The problems of the present school system are analysed as: insufficient quantity of compulsory education; limited educational opportunity; inequality of educational opportunity among localities and social strata; disregard of individual difference in school education; limited choice of schools; limited transfer among schools; rigid classification of the school system.

MALAYSIA

MAY 001
Abu Zahari bin Abu Bakar

Educational Development in Peninsular Malaysia before and after Independence. (Perkembangan pendidikan di Semenanjung Malaysia: zaman sebelum merdeka hingga ke zaman sesudah merdeka). Fajar Bakti, Kuala Lumpur, 1980 (Bahasa Malay).

educational development; educational policy trends; Malaysia

MAY 002
Ahmad Hussein Haji

Achievement, Social Environment and Background Characteristics in Lower Secondary Schools, Peninsular Malaysia. Stanford University, 1979, 236p.

achievement; secondary schools; socioeconomic backgound; Malaysia

This study is an attempt to understand the relationship between social environment and school achievement. The behaviour of three facets of the social environment - parents, teachers and peers - are analysed. The model is based on the theory of the role of functional and reinforcement properties of reference group and significant others. Based on this model, several factors of the social environment are hypothesised to affect the performance of students of different ethnic groups. There appears to be strong variation in instructional approaches and amount of curriculum delivered between the streamed classroom environments.

MAY 003
Ahmad Hussein Haji

A Study of the Impact of Social Environment and Background Characteristics on School Achievement in Peninsular Malaysia. Journal of Educational Research, VIII KDN 0201/82, Faculty of Education, University of Malaya, Kuala Lumpur, 1981, 115-131.

environmental influences; performance criteria;
student evaluation; Malaysia

The examination is conducted through a systematic analysis of the reported behaviour of three facets of the social environment of the student - parents, teachers and peers- which constitute the channels of influence on a student's level of academic achievement. The properties and mechanisms of the student's relationship with the three facets of his social environment constitute a definition of the "press" concept.

MAY 004
Ahmad Hussein Haji

Emerging Research Trends in Malaysia. In Scanning New Horizons: Educational Research and Training in Asia and the Pacific, by John E. Watson (ed) for National Institute for Educational Research, Shobi Printers, Tokyo, Japan, 1982, 115-119.

educational planning; educational research; research utilization; Malaysia

The paper focuses on the emerging role of educational research in the formulation of policy and development strategies for the enhancement of the delivery systems of educational services in Malaysia. A sketch of the function of the Educational Planning and Research Division is given, especially focused on the nature, scope and magnitude of research activities.

MAY 005
Ahmad Hussein Haji

Information Needs for the Planning and Implementation of Educational Policy in Malaysia. In Information for Productivity and Development by Oli Mohamed and Wong Tuck Cheong (eds), Maruzen Asia Pty.Ltd., Singapore, 1983, 57-77.

information systems; performance criteria; school systems; Malaysia

The paper attempts to relate the role and contribution of the educational system towards national development in Malaysia. Salient indicators are briefly discussed in conjunction with their viability, feasibility and applicability if they are employed as yardsticks in the measurement procedure. As an illustration an assessment of two strategic indicators is also attempted.

MAY 006
Asmah binti Haji Omar

The Teaching of Bahasa Malaysia in the Context of National Language Planning. Dewan Bahasa dan Pustaka, Kuala Lumpur, 1976.

language instruction; language policy; national language; Malaysia

MAY 007
Bahara Dzulkifli

Staff Morale among Teachers of a Malaysian Secondary School. University of New England, Armidale, New South Wales, 1978.

secondary school teachers; school organization; teacher motivation; Malaysia

Purpose is to investigate the morale of the teaching staff at a Malaysian Secondary school, "Intan Secondary School". The instrument used in the empirical section for the assessment of morale is the Staff Morale Questionnaire (SMQ). The definition of morale is "a healthy and confident state of mind relevant to a shared and vital purpose."

MAY 008
Bajunid Ibrahim Ahmad

Development of Training Resources: Case Study of the Production of a Training Film on Educational Leadership. 100p.

instructional films; leadership training;
training techniques; Malaysia

The document traces the birth of an idea through to its maturity. To illustrate the processes of the development of training resources, the production of the training film entitled "Syeikh Tadbir bin Syeikh Urus" is discussed in detail. Among other activities reported is the compilation of a general list of training resources using various media.

MAY 009
Bajunid Ibrahim Ahmad

Training Needs of District Education Officers in Malaysia: Theory, Practice and Possibilities. 100p.

decentralization; leadership training; school districts; Malaysia

The document explains the reasons for creating a "new" structure in the management of the education system. The article outlines similarities, differences and boundaries of concerns between district education offices and state education departments. Political, financial, administrative, physical and human constraints in the implementation of training programs for district education officers are briefly outlined.

MAY 010
Bajunid Ibrahim Ahmad

The Role of Principals of Teacher Training Colleges in Malaysia.
University of Malaya, 1978, 272p.

administrator role; principals; teachers colleges; Malaysia

The study examined principals' and lecturers' opinions on the various aspects of a principal's role: the relative status of the position of a principal in the educational bureaucracy; the bases of his power or authority; experiences considered necessary prior to becoming a principal; relevant educational courses in the career path of a principal; personal traits; desirable attributes of principals; the variegated functions principals should and should not perform, strengths and limitations of the principal's position and miscellaneous opinions and views regarding other aspects of the principal's role and position.

MAY 011
Bajunid Ibrahim Ahmad

The Department of Educational Development in the Malaysian Education Staff Training Institute (MESTI): Yesterday, Today and Tomorrow (1979-). 60p.

educational development; institute type courses; leadership training; Malaysia

The report discusses the role of the Department of Educational Development in relation to other Departments in the Malaysian Education Staff Training Institute. It further clarifies the relations of the Department of Educational Development in MESTI with other similar Departments or units in Teachers Colleges or Faculties of Education in Malaysia. The document examines the specific role of the Department in all varieties of inservice training programs.

MAY 012
Bajunid Ibrahim Ahmad

A Report on the Malaysian Education Staff Training Institute's Training Program (1981) for Professional Staff of State Education Departments. 50p.

course evaluation; leadership training; supervisors; Malaysia

The report describes various steps in curriculum procedures taken in the planning, implementation and evaluation of a training program for State Education Supervisors. Procedures of needs assessment, curriculum conceptualization and design, and materials production are outlined. Procedures for training course implementation are recounted. Evaluation instrument building and other evaluation procedures to monitor the relevance, efficiency and effectiveness of the training course are critically analysed.

MAY 013
Bajunid Ibrahim Ahmad

Institution Building: The Case of the Malaysian Education Staff Training Institute. Teacher Education, Ministry of Education, Malaysia, 29 November 1982, 122-132.

institute type courses; leadership training; Malaysia

The article traces the first four years of the growth of the Malaysian Education Staff Training Institute (MESTI). It outlines the plans formulated for the expansion of the institution. In addition the writer raises several questions regarding the direction of institutional growth and offers suggestions on steps that should be taken to ensure continued relevance and vitality of the institution.

MAY 014
Bajunid Ibrahim Ahmad

Curriculum Development in a Centralised System: Personal Reflections on the New School History Curriculum Project in Malaysia, 1973-1983. 50p.

curriculum development; history; national planning; Malaysia

The document traces the processes of curriculum development of the New History Syllabus Project for Primary and Lower Secondary Schools. Important aspects discussed include the running of inservice courses, materials and textbook production, and the influences exerted on the processes of curriculum development and implementation by subject specialists, pressure groups, and vested interests. The writer also critically reviews the actual implementation of the New History Syllabus and discusses the mismatches between the ideal of curriculum developers and the realities of pedagogical, examinations and other considerations.

MAY 015
Balai Ikhtisas Malaysia

Seminar on Secondary Education in Preparation for the Professionals. Kuala Lumpur, 1975.

secondary education; teacher education; Malaysia

MAY 016
Barnard Roger (ed)

The Integration of School and Community Learning in Developing Countries: A Report of a Workshop Organised by the Department of Education in Developing Countries, March 1982. Department of Education in Developing Countries, University of London Institute of Education, London, 1982, 90p.

integrated activities; learning needs;
school community relationship; Malaysia

MAY 017
Bodora Peter Alexander
Analysis of Some Factors Influencing the Composition of Higher Education in Malaysia. University of Pittsburg, 1974.

administrative organization; higher education; Malaysia

MAY 018
Chai Hon-Chan

Education and Nation Building in Plural Societies: The West Malaysian Experience. Australian National University, Canberra, 1977.

disadvantaged groups; educational development;
national integration; Malaysia

MAY 019
Chang Min Phang Paul

Integrating the Chinese Schools into the National Education System of Malaysia: Problems and Prospects. Pulau Pinang, 1975.

chinese; disadvantaged groups; national integration; Malaysia

MAY 020
Chang Min Phang Paul

Planning and Administering a University Off Campus Academic Programme in a Plural Society: A Malaysian Case Study. Universiti Sains Malaysia, Centre for Educational Studies, Penang, 1975.

extension education; higher education; national integration; Malaysia

MAY 021
Chew Tow Yow

Propositions for a Strategy for Curriculum Renewal - A Case Study of the Malaysian Curriculum Change Process. University of Malaya, 1979, 245p.

administrative principles; curriculum development;
national planning; Malaysia

The purpose of the study was to develop a set of propositions for a strategy for curriculum renewal within the context of the Malaysian school system. The study focussed on three major questions: the platforms from which curriculum planners formulate their decisions; the identifiable processes involved in generating and sustaining curriculum change; and the discernible directions and kinds of curriculum change that would be practical in Malaysia in the next decade.

MAY 022
Chew Tow Yow

The Malaysian Education Staff Training Institute, Ministry of Education, Malaysia. Innotech Journal, V, 1, 1980.

educational administration; institute type courses;
leadership training; Malaysia

The article reviews the rationale, value, goal and basic premise for instituting a permanent system for educational planning and management training within the educational administrative system of Malaysia. It includes an outline of the process of evolving an organisational infrastructure capable of delivering the anticipated expansion of training modes and programs.

MAY 023
Chia Tiang Ping

Development Policies and Educational Change in Malaysia: An Analytical Study and a Proposed Model for Developing a National System of Comprehensive Colleges. East Texas State University, 1976.

college planning; educational policies; educational reform; Malaysia

MAY 024
Fatimah Hamid-Don

A Basis for Guiding Curriculum Planning and Improvement with Special Reference to Education in Malaysia. University of California, Los Angeles, 1971.

curriculum planning; educational development; Malaysia

MAY 025
Gurbaksh Singh

The Preparation Needs of Federal Inspectors of Schools, Peninsular Malaysia. PhD thesis, University of Malaya, 1978, 445p.

inspectors; leadership training; school supervision; Malaysia

Discovery of the preparation needs of Inspectors was conceived in terms of: identifying the significance of tasks of inspectors of schools; and determining the adequacy of their preparation for the Inspectoral role. There is a clear need to develop, pilot and evaluate training materials and programs and other experiences for Inspectors.

MAY 026
Henifah Yusof Haji

Organisational Commitment: Teachers' Attitudes in the Context of Peninsular Malaysia. PhD. thesis, Stanford University, U.S.A., 1981, 269p.

group membership; organizations; teacher participation; Malaysia

Organisational commitment is defined as a set of values, attitudes, and behaviours and a state of readiness of an individual, all oriented toward conforming to the fundamental rules and standards expected by an organisation. Several background variables are examined for their effects on organisational commitment, including ethnicity (exemplified by Malays, Chinese and Indians), experience, teacher qualifications, sex and school locations.

MAY 027
Hill Kim Quaile

Distributional and Impact Assessment of Public Policy: A Two-nation Study for Education and Health Policy. Rice University, Houston, 1974.

educational policies; programme evaluation; public health; Malaysia

MAY 028
Ibrahim bin Saad

The Impact on National Medium Schools of Attitudes Related to National Integration in Peninsular Malaysia. University of Wisconsin, 1979.

language policy; national integration; programme evaluation; Malaysia

MAY 029
Idris Latif Abdul

Special Education - Must we also be Alarmed? Suara Pendidik, 7, 3, Malaysia Education Association, Kuala Lumpur, September 1981, 20-23 (Bahasa Malay).

educational innovations; handicapped students;
special education; Malaysia

The article comments on "mainstreaming" or integration of handicapped children into the normal schools. The writer gives a short background of "mainstreaming" and points out that we should not rush into accepting innovations made by countries without studying the processes of how this came about, and then comparing it to situations in our country.

MAY 030
International Labour Organisation

Malaysia: Vocational Training Program: Project Findings and Recommendations. UNDP; ILO, Geneva, 1980, 49p.

projects; vocational training; Malaysia

MAY 031
Kamarudin bin Haji Kachar

The Organisational Administration of Secondary Schools in West Malaysia. University of London, 1972.

administrative organization; secondary schools; Malaysia

MAY 032
Kamarudin bin Haji Kachar

Administration of Teachers' Colleges in Peninsular Malaysia. University of New England, Armidale, New South Wales, 1979.

college administration; teachers colleges; higher education; Malaysia

MAY 033
Khoo Phon Sai et al

Project Completion Report: Second Education Project in Malaysia, World Bank Loan 810-MA, Final Report/PCR Team. Kuala Lumpur, 1980.

international agencies; official reports; projects; Malaysia

MAY 034
Lee Eddy

Educational Planning in West Malaysia. Oxford University Press, Singapore, 1972.

educational planning; regional planning; Malaysia

MAY 035
Lela Abur Tahir

Background Characteristics and Perceptions of Vocational Needs of Students in a Vocational Agriculture School: Peninsular Malaysia. PhD thesis, University of Pittsburgh, 1982, 146p.

family background; individual needs; vocational schools; Malaysia

The prime concern of this study is to investigate the vocational needs of students in a vocational agriculture school in Peninsular Malaysia and to examine their relationships to their fathers' educational level, fathers' monthly income, and their entry educational qualification to the Vocational Agriculture School (VAS). The results showed that students identified the following four needs as the most important: organisation policies and practices, ability utilization, creativity and advancement.

MAY 036
Lian Teck Jin

Financing Higher Education: An Examination of the Rationale for Subsidising Malaysian Higher Education and Alternatives to Traditional Policy. University of Chicago, Illinois, 1976, 317p.

educational reform; financial policy; higher education; Malaysia

An attempt was made to examine the rationale for the traditional policy of subsidising higher education in terms of public investment criteria of fiscal efficiency and income equity. Alternatives to the traditional policy were also examined. The postulate investigated was that in the existing Malaysian situation a social choice model of need-based grants plus student loans tends to increase both fiscal efficiency and income equity in the use of public funds for higher education.

MAY 037
Lourdesamy I

The Vocational School Programme in Malaysia: A Study in Effective Development Administration. University of Pittsburgh, 1972.

administrative organization; programme evaluation;
vocational schools; Malaysia

MAY 038
Mahathir bin Mohamad

The Problems of University Expansion: Planning Ahead for Higher Education. Kuala Lumpur, 1976.

educational planning; enrolment trends; higher education; Malaysia

MAY 039
Malaysia. Curriculum Development Centre

A Study of the English Language Curriculum in Upper Secondary Schools. Ministry of Education, Kuala Lumpur, 1978, 88p.

curriculum evaluation; language instruction;
upper secondary schools; Malaysia

The study was carried out to ascertain the effectiveness of the use of the Upper Secondary English Language syllabus installed in Malaysian Schools in 1976. Workshops covered various aspects such as the availability and utilization of curriculum materials, teaching strategies and lesson plans, and the suitability of the situations.

MAY 040
Malaysia. Curriculum Development Centre

Pilot Integrated Curriculum for the First Three Years of the Malaysian Primary School. Ministry of Education, Kuala Lumpur, 1981, 29p.

integrated curriculum; primary schools; teaching styles; Malaysia

This innovative project, launched in 1974, investigated the benefits of an alternative teaching style within the present syllabus constraints and improving the content within the integrated approach.

MAY 041
Malaysia. Jawatankuasa Kabinet

Official Report of the Cabinet Committee on the Basic Principles of Education. (Laporan Jawatankuasa Kabinet Mengkaji Pelaksanaan dasar Pelajaran.) Kementerian Pelajaran, Kuala Lumpur, 1979 (Bahasa Malay).

educational policies; national policies; Malaysia

MAY 042
Malaysia. Kementerian Pelajaran

The Administrative Structure of Education. (Direktori Susunan Pentadbiran.) Bahagian Pentadbiran, Kementerian Pelajaran, Kuala Lumpur, 1976 (Bahasa Malay).

administrative organization; educational administration; national policies; Malaysia

MAY 043
Malaysia. Kesatuan Perkhidmatan Perguruan Kebangsaan

Memorandum on the Review of the Implementation of the Education Policy. Kuala Lumpur, 1975.

educational policies; management; Malaysia

MAY 044
Malaysia. Ministry of Education

Dropout Study. Educational Planning and Research Division, Ministry of Education, Kuala Lumpur, Dewan Bahasa dan Pustaka, 1973, ix, 125p.

disadvantaged groups; dropouts; school leaving; Malaysia

The main objective of the study was to investigate the causes of school leaving among primary and lower secondary school pupils with the purpose of recommending policies and plans which will improve school retention rates, and enhance life chances, most especially for the rural poor. All of the recommendations deal directly with schools, their organisation, use of resources and practice.

MAY 045
Malaysia. Ministry of Education

Cabinet Committee Report to Review the Implementation of the Educational Policy. Dewan Bahasa dan Pustaka, Kuala Lumpur, 1979, 310p (Bahasa Malay).

administration; educational policies; programme evaluation; Malaysia

The Cabinet Committee was specifically set up to review the implementation of the national educational policy so as to improve the quality of education. The Committee's terms of reference were to review to what extent the implementation of the policy has fostered national unity and met national manpower needs. The Cabinet Committee Report has recommended a total of 173 proposals which are aimed at rendering education more relevant, suitable and effective to meet social and national aspirations. These proposals will form the basis and guiding principles for education development for the near future.

MAY 046
Malaysia. Ministry of Education

Education and National Development: Measurement and Indicators. Educational Planning and Research Division, Ministry of Education, Kuala Lumpur, 1980, 65p.

performance criteria; school systems; Malaysia

The booklet attempts to relate the role and contribution of the education system towards national development in Malaysia. Salient indicators are briefly discussed in conjunction with their feasibility and viability if they are employed as yardsticks in the measurement procedure. An assessment of two strategic indicators is also attempted.

MAY 047
Malaysia. Ministry of Education

Education in Malaysia, 1980. Educational Planning and Research Division, Ministry of Education, Kuala Lumpur, Dewan Bahasa dan Pustaka, 1981, 50p.

administrative organization; educational planning; educational policies; Malaysia

This descriptive report is intended to update the reader with Malaysia's current education system, providing the reader with a general understanding of its structure and organisation.

MAY 048
Malaysia. Ministry of Education

Joint Innovative Project on Inservice Primary Teacher Education. Teacher Training Division and Curriculum Development Centre, Kuala Lumpur, 1981, 80p.

educational innovations; inservice teacher education; primary school teachers; Malaysia

This study covers the projects of inservice primary teacher education organised by the Ministry of Education, Malaysia, at the national and state levels. It describes trends, aims and objectives, and current programs and developments in planning, implementation and evaluation.

MAY 049
Malaysia. Ministry of Education

Report on the Survey of Philosophy of Teacher Education in Malaysia. Teacher Training Division, Kuala Lumpur, 1982, 107p.

educational philosophy; teacher characteristics;
teacher education; Malaysia

The report identifies the rationale and philosophy of teacher education, based on perceptions of the actual and ideal teacher given by respondents to a questionnaire adapted from an ASEAN Research Workshop.

MAY 050
Malaysia. Ministry of Education

Report on Preschool Education National Seminar. Ministry of Education, 1983, 173p (Bahasa Malay).

national planning; preprimary education; Malaysia

Principal objective was to create awareness of the present problems of pre-school education in Malaysia. Five papers were presented: Learning Readiness and the Role of Preschool; Preschool Education and Disadvantaged Children; Effects of Preschool Education on Schooling; Concepts and Models of Preschool Education; and Preliminary Considerations in Planning a Preschool Education in Malaysia.

MAY 051
Malaysian Chinese Association. Education Bureau

Memorandum on the Review of the National Education System in Malaysia. Petaling Jaya, 1975.

educational development; national planning; school systems; Malaysia

MAY 052
McMeeking Robert W

Educational Planning and Expenditure Decisions in Developing Countries with a Malaysian Case Study. Praeger, New York, 1975.

educational development; educational finance;
educational planning; Malaysia

MAY 053
Md. Anuar bin Adnan

Educational Planning, Manpower Requirements for Economic Growth with Special Reference to West Malaysia. University of Sydney, 1971.

economic development; educational planning; manpower needs; Malaysia

MAY 054
Mohd Ali Kamarudin

History of the National University of Malaysia. (Sejarah Penubuhan Universiti Kebangsaan Malaysia). Universiti Kebangsaan Malaysia, 1981 (Bahasa Malay).

higher education; national history; universities; Malaysia

MAY 055
Mohd Khusairi Haji Abdullah Haji

Implementing Bahasa Malay as the Medium of Instruction. (Perlaksanaan Bahasa Malaysia Sebagai bahasa Pengantar Pelajaran). Dewan Bahasa dan Pustaka, Kuala Lumpur, 1983 (Bahasa Malay).

educational policies; national integration;
national language; Malaysia

MAY 056
Nong Yaacob

The Relevancy of Performance-based Teacher Education to Malaysia Teacher Preparation Program. United States International University, San Diego, 1977, 428p.

performance criteria; teacher education; Malaysia

The importance of the study derives from quantitative and qualitative demands for teachers to meet the growing needs of the Malaysian society. The method focused on three on-going PBTE programs. Through a three-dimensional matrix involving interrelated operations, PBTE elements and the three selected programs, an organisation of commonalities among PBTE elements was accomplished.

MAY 057
Ramli Isa

Leadership Behaviour of the Directors of Education, Malaysia. PhD thesis, The American University, U.S.A., 1981, 145p.

administrator role; educational administrators; leadership; Malaysia

This study was undertaken to determine, analyse and compare the self-perceived and subordinate-perceived leadership behaviour of the State Directors of Education as measured by the Educational Administrative Style Diagnosis Test.

MAY 058
Rudner Martin

Education and the Political Process in Malaysia and Singapore. Hebrew University of Jerusalem, Jerusalem, 1973.

educational development; political factors; Malaysia

MAY 059
Saleh Ahmad Haji

Towards Quality Education. Educators and Education, 2, 1, School of Educational Studies, University of Science Malaysia, Kuala Lumpur, 1980, 20-35.

educational development; educational quality;
educational programmes; Malaysia

This article outlines the historical development of education in Malaysia with its beginning on an ad hoc basis and development following the Razak and Rahman Talib Reports. It also indicates that the urgent tasks of providing physical facilities, of training sufficient numbers of teachers and of providing a period of universal education have been fulfilled. It then draws up an overview of the programs aimed at bringing about a greater degree of efficiency and effectiveness of the teaching-learning process in the pursuit of quality education.

MAY 060
Sarjit Singh

Equality of Educational Opportunity in the Federation of Malaya. Perpustakaan Universiti Malaya, Kuala Lumpur, 1980.

educational opportunities; equal education; Malaysia

MAY 061
Thandi Harchand Singh

Some Aspects of Teachers' Perceptions of Principals' Administrative Behaviour in Selected Primary Schools in Johor. University of Malaya, 1972.

principals; primary schools; teacher attitudes; Malaysia

This study focused on identifying optimal principal administrative behaviour which would maximise the number of satisfied teachers in a school. Sixty-six school principals and 1079 teachers serving under them participated in this study. Teacher perceptions of the principal's administrative leadership and his compliance with certain work-related norms were used. Comparison of the number of satisfied teachers established the optimal administrative behaviour as demonstrating positive compliance with the norms and exhibiting a "democratic" leadership style.

MAY 062
Thandi Harchand Singh

The Relationship between Principal's Professional Leadership and Teachers' Feelings of Power in Malaysian Schools. University of Malaya, 1977.

leadership; principals; teacher attitudes; Malaysia

Principal's professional leadership, as measured by the degree of bureaucratization of the school, the principal's administrative leadership style and the principal's compliance with certain work-related norms held by teachers of the principal's behaviour, was found to be predictive of teachers' feelings of power. Principal's administrative leadership style and principal's compliance with teacher-held work related norms made the greatest contributions in the prediction, while the degree of bureaucratization of the school was consistently the smallest contributor.

MAY 063
Thomas T Omen

School Supplementary Feeding. Seminar on Supplementary Feeding in Malaysia, 16-17 January, 1980, 35-41.

health programmes; nutrition; school systems; Malaysia

The paper is an attempt to portray the experiences of the Ministry of Education, Malaysia, in the planning, implementation and evaluation of the School Supplementary Feeding Program. The development of the program in Malaysia ever since the Second World War until the recent introduction of milk is also mentioned. The author finally highlights a number of needs and benefits of the program.

MAY 064
Unesco Regional Advisory Team for Educational Planning in Asia

Long-term Projects for Education in Malaysia. Unesco Office for Education in Asia, Bangkok, 1965.

educational development; international agencies; projects; Malaysia

MAY 065
Wong Hoy Kee Francis

Teacher Education in ASEAN. Heinemann Educational Books (Asia), Kuala Lumpur, 1976.

teacher education; Malaysia

MAY 066
Wong Hoy Kee Francis and Chang Min Phang Paul

The Changing Pattern of Teacher Education in Malaysia. Heineman Educational Books (Asia), Kuala Lumpur, 1975.

administrative organization; teacher education;
higher education; Malaysia

MAY 067
Wong Kim Siong and Jahi Mahat Rafie Abdul

School Library Resource Centres: A Case Study. Majalah Perpustakaan Malaysia (Official Journal of Malaysia Library Association), 8, 1980, 52-68.

media resources centres; resource materials;
school libraries; Malaysia

Two centres in the State of Malacca are examined in this paper. In each school the Centre was provided with reasonably adequate space and furniture, and serious efforts were made to raise funds for improving its resources. The study identified three major areas of problems common to both centres: inadequate funds; lack of clerical assistance and adequately trained personnel with sufficient time to perform duties related to the Centre; and difficulty in obtaining certain types of suitable materials and equipment in the local market.

MAY 068

Education in Malaysia: A Prospective Analysis. Unesco, Paris, 1970.

educational development; national planning; Malaysia

MAY 069

National Seminar on the Development of Education Today and Tomorrow. Kuala Lumpur, 1974.

educational development; national planning; Malaysia

MAY 070

Mara Junior Science College: Student Selection and its Implications for Educational System Development in Malaysia. Ithaca, N.Y., 1975. Microfilm 1309.

junior colleges; selection; students; Malaysia

MAY 071

Seminar on the Administration of Secondary Schools. (Seminar Pentadbiran Sekolah-Sekolah Menengah: Papers). Jabatan Pelajaran, Kuching, 1976 (Bahasa Malay).

school administration; secondary schools; Malaysia

MAY 072

Working Paper of the Seminar on National Education. (Kertaskerja Seminar Pendidikan Kebangsaan). Bangi, 1979 (Bahasa Malay).

educational policies; national integration; Malaysia

MAY 073

Administering Primary School Education. (Pendidikan dan Pentadbiran Sekolah Rendah). Sarjana Enterprise, Kuala Lumpur, 1980 (Bahasa Malay).

educational administration; primary schools;
school administration; Malaysia

MAY 074

Education Towards Unity: An Historical Perspective introduced by Awang Had Salleh. (Pendidikan ke Arah Perpaduan: Sebuah Perspektif Sejarah/disunting dan Diperkenalkan Oleh Awang Had Salleh). Fajar Bakti, Kuala Lumpur, 1980 (Bahasa Malay).

educational policy trends; national integration; Malaysia

MAY 075

Seminar on Curriculum Assessment for Malaysian Teachers Colleges. (Seminar Penilaian Kurikulum Maktab-Maktab Perguruan Malaysia, Pulau Pinang, 1979). Laporan Seminar - Kuala Lumpur: Bahagian Latihan Guru, Kementerian Pelajaran Malaysia, 1980 (Bahasa Malay).

curriculum evaluation; higher education;
teachers colleges; Malaysia

NEPAL

NEP 001
Kasaju Prem

Functional Adult Education Programme: An Evaluative Study. Research Centre for Educational Innovation and Development, Kathmandu, 1980.

adult education; functional literacy programmes; nonformal education; Nepal

This study represents an assessment of the kind and extent of skills and knowledge acquired by participants in the adult literacy classes conducted in the year 1978/79 under the Functional Adult Education Programme by the Ministry of Education. The study also assesses the behavioural changes that have taken place in them as a result of their attending the classes. A comparative analysis of the difference in achievements of the adults on the grounds of language, sex and geographical location is also given in this report.

NEP 002
Kasaju Prem and Pradhan G S (eds)

Education and Development. Research Centre for Educational Innovation and Development, Kathmandu, 1979, 218p.

educational development trends; educational research; management; Nepal

This book, a special issue on trends and issues, contains condensed reports of various important research projects, evaluative studies and of workshops and seminars conducted by the Centre. The reports cover aspects of education from primary to higher education level.

NEP 003
Kasaju Prem and Pradhan G S (eds)

Education and Development. Research Centre for Educational Innovation and Development, Kathmandu, 1980, 229p.

higher education; nonformal education; rural development; Nepal

This book presents articles related to the philosophy and techniques of non-formal education and to the design and development of various kinds of teaching materials for this program. There is also a report of the national seminar on "Education for Rural Development" held at Dhunche in December 1979. Other articles address Reforms and Improvements in Higher Education, Teacher Education, and Medical Education.

NEP 004
Kasaju Prem and Shestha Gajendra Man

Equal Access of Women to Education Programmes in Nepal: An Evaluative Study. Kathmandu, 1978, 50p.

access to education; equal education; rural development; Nepal

This is the report of an evaluative study on the effectiveness of the project entitled "Equal Access of Women to Education Programmes in Nepal". According to this report, the project which has been designed to promote female education in the country, especially in its rural areas, has been found to be effectual in its impact. However, the report points out a number of deficiencies and shortcomings in the plan implementation and presents some suggestions to rectify them.

NEP 005
Kasaju Prem and Shestha Gajendra Man

Assessment of UNICEF Support to Education in Nepal. Research Centre for Educational Innovation and Development, Kathmandu, 1979, 101p.

educational development; financial support;
international agencies; Nepal

This is the report of an evaluative study of UNICEF support to education in Nepal, especially in the context of Nepal's Fifth Five Year Plan (1975-80). The areas included in the study are: Free Distribution of Primary School Textbooks and of Teaching Materials; Physical Improvement of Primary Schools; Equal Access of Women to Education; Remote Area Teacher Training; Educational Broadcasting; Primary School Supervision; Improvement of Basic Education and Non-formal Educational Activities; Technical Support; and Research Evaluation and Monitoring.

NEP 006
Malla K P, Shrestha K N and Kasaju P (eds)

Education and Development: Special Issues on Higher Education. Centre for Educational Research, Innovation and Development,Kathmandu, 1978, 213p.

educational planning; higher education; programme evaluation; Nepal

This book contains eighteen articles on higher education. The articles have been grouped under six major heads: Higher Education - Some Facets, Curriculum and Methodology, Research and Development, National Education Service, Finance and Administration, and Education for Development. The articles provide information on various facets of higher education, stimulating thinking so as to make a critical appraisal of the effectiveness of current programs and suggesting plans for the future. This book also has a special feature entitled "Nepal's Educational Focus" which was the text of the speech delivered by the then State Minister of Education at the "Fourth Regional Conference of Ministers of Education" held in Sri Lanka in August 1978.

NEP 007
Mohsin Mohammad and Kasaju Prem (eds)

Education in Nepal: A Topical Compilation. Centre for Educational Research, Innovation and Development, Kathmandu, 1974, 93p.

educational planning; educational policies; management; Nepal

This journal contains nine articles on various facets of the newly introduced National Education System Plan. The articles cover such areas as analysis of the Plan, Science Education, parameters of educational management, the need for reform in the existing student evaluation scheme, a survey of health manpower requirements, literacy, and a historical perspective on teacher education in Nepal. It also includes a paper prepared by the Secondary School Unit of the Ministry of Education on "Vocational Education in Nepal".

NEP 008
Mohsin Mohammad and Kasaju Prem (eds)

Education and Development. Centre for Educational Research, Innovation and Development, Kathmandu, 1975, 174p.

educational development; manpower development; national planning; Nepal

The articles published in this book are divided into three sections: education and national development; education, manpower and economic development; views and reviews in the context of the National Education Plan (1971-75). These articles highlight the special features of the education plan and the programs for implementation under it. The book also contains an annex on educational as well as country data.

NEP 009
Nepal. Centre for Educational Research, Innovation and Development

Working Guidelines for Model Schools in Nepal. Kathmandu, 1976, 9p.

criteria; models; schools; Nepal

This small booklet contains the basic framework of the concept of model schools which have been envisaged in accordance with the spirit of the National Education System Plan. It gives in detail the objectives, curricular program, input areas, administrative and supervisory mechanisms and criteria for being selected as model schools.

NEP 010
Nepal. Centre for Educational Research, Innovation and Development

Instructional Improvement through Supervision: Programme Package. Kathmandu, 1976, 64p.

instructional improvement; programmed materials; supervision; Nepal

This study, which has been made with the aim of improving the teaching-learning situation in schools through an effective supervisory system, contains a series of program packages for various instructional subjects such as Nepali, Social Studies, Mathematics, Science, English and Health Education. The materials are arranged subjectwise under the headings: deficient area; major aspects related to deficient area; proposed strategies for improvement; materials; time and outcome.

NEP 011
Nepal. Centre for Educational Research, Innovation and Development

National Inventory of Educational Innovations. Kathmandu, 1977, 40p.

educational innovations; projects; Nepal

This inventory lists descriptions of various innovative projects being carried out by the Science Equipment Centre, Curriculum Development Centre (now known as Curriculum, Textbook and Supervision Development Centre), the Institute of Education and the Centre for Educational Research, Innovation and Development (now known as Research Centre for Educational Innovation and Development).

NEP 012
Nepal. Centre for Educational Research, Innovation and Development

Educational Research and Innovation in Nepal. Kathmandu, 1977, 116p.

educational innovations; educational research; Nepal

This is the report of a national seminar conducted by CERID on educational research and innovation in Nepal. The seminar was held in Pokhara from 22-27 June 1977 with an aim to examine the existing position, explore areas of collaboration and identify priority areas in research and innovation in Nepal.

NEP 013
Nepal. Centre for Educational Research, Innovation and Development

Investment in Education in Nepal: A Proposal. Kathmandu, 1978, 12p.

cost effectiveness; educational finance; investment; Nepal

This is a project proposal designed to make a cost-benefit analysis and to assess the effectiveness of costs incurred in the education sector.

NEP 014
Nepal. Centre for Educational Research, Innovation and Development

Development of Low-cost/Sample Educational Materials. Kathmandu, 1978, 48p.

guides; instructional materials; local materials; Nepal

This is the report of a national workshop organised by CERID as a prelude to the ACEID-sponsored sub-regional workshop on the same topic. The aim of the workshop was to popularise the concept of the development and use of low-cost simple educational materials and to design and produce samples of low-cost simple materials that can be prepared from locally available resources. The book contains lists of basic tools and locally available materials for making low-cost simple educational materials and guidelines for preparing 40 such items.

NEP 015
Nepal. Centre for Educational Research, Innovation and Development

Financing of Education in Nepal: Seminar Report. Kathmandu, 1978, 230p.

educational finance; educational planning; primary education; Nepal

With the implementation of the National Evaluation System Plan, and the introduction on a phase-wise basis of free primary education in 1975 throughout the nation, educational costs have escalated. The report contains seminar discussions to identify various problems in the financing of education at various levels, and the various ways and means of solving them as suggested by the seminar. The report also includes the lead papers on the subject.

NEP 016
Nepal. Centre for Educational Research, Innovation and Development

Education Sector Paper for Rural Development Strategy. Kathmandu, 1979, 15p.

educational policies; educational reform; rural development; Nepal

This booklet points out various areas in education which need immediate attention to foster rural development in the country. The thrusts of the paper are based on the assumption that education as an agent of change has relevance only when it is basically geared to rural areas.

NEP 017
Nepal. Centre for Educational Research, Innovation and Development

Colloquium Report of the Fiftieth Anniversary of the International Bureau of Education: 8 July 1979. Kathmandu, 1979, 19p.

educational development; information dissemination;
international agencies; Nepal

This booklet contains a collection of speeches made by the country's distinguished educationists including the then Minister of Education at a colloquium in Kathmandu on the occasion of the 50th anniversary of the International Bureau of Education. The colloquium which was organised by the Centre for Educational Research, Innovation and Development spotlighted the unique part played by IBE in educational information flow in at least 146 countries that form the existing Unesco membership.

NEP 018
Nepal. Centre for Educational Research, Innovation and Development

Unit Cost Analysis of Education in Nepal. Kathmandu, 1979, 58p.

educational quality; higher education; unit costs; Nepal

This book reports an analytic study made on unit costs at the higher education level in Nepal. The concept of unit cost in education is all the more significant with the ever-increasing investment on the part of the government after the implementation of the National Education System Plan. By way of suggestions, the draft report includes a number of recommendations intended to reduce the unit cost on higher education without actually diminishing the quality of education in the country.

NEP 019
Nepal. Centre for Educational Research, Innovation and Development

Methodology and Techniques in Educational Research and Planning. Kathmandu, 1979, 111p.

educational planning; educational research; Nepal

The major thrust was to acquaint the participants with modern principles and practices of educational research and educational planning. The workshop was organised for the research personnel of the Centre and of other related agencies, with the assistance of the British Council.

NEP 020
Nepal. Research Centre for Educational Innovation and Development.

Background Materials for National Seminar on Education for Rural Development. Dhunche, Kathmandu, 1979.

adult education; nonformal education; rural development; Nepal

This is a compilation of papers written by various authors on education and rural development in Nepal. It includes materials related to the Lahachok project and adult and non-formal education programs.

NEP 021
Nepal. Research Centre for Educational Innovation and Development

Low-cost Educational Materials (Report of the Mobile Workshop in Educational Technology: 29 November-13 December 1979). Kathmandu, 1979, 75p.

guides; instructional materials; local materials; Nepal

The book contains instruction sheets for 14 select items on LCEM prepared by teachers, supervisors and subject experts, paper presentations made by researchers, and recommendations of participants for popularising the observing, developing and evaluating LCEM products.

NEP 022
Nepal. Research Centre for Educational Innovation and Development

Integrated Non-formal Education Programme - Preliminary Lessons and Materials. Kathmandu, 1979, 134p.

integrated rural development; nonformal education; Nepal

The present volume contains a preliminary program package for an Integrated Non-formal Education Program in Nepal. The materials are presented in an integrated form to cater to the needs of the vast majority of rural people. The subject matters include health, sanitation, agriculture, population education and literacy.

NEP 023
Nepal. Research Centre for Educational Innovation and Development

Bibliography on Education in Nepal. Kathmandu, 1980.

educational development; reference materials; Nepal

This is a bibliography of books and other written materials on the educational aspects in Nepal. There is also a brief annotation on each book which indicates the main content in or the objectives of the book.

NEP 024
Nepal. Research Centre for Educational Innovation and Development

Education for Rural Development - National Seminar: Dhunche. Kathmandu, December 1980, 117p.

educational reform; rural development; Nepal

This book is the report of the UNESCO/Paris sponsored national seminar on "Education for Rural Development" which was held at Dhunche, Rasuwa. It contains some of the strategies suggested for linking education to rural development, and a report on the deliberations and recommendations of the seminar.

NEP 025
Nepal. Research Centre for Educational Innovation and Development

Education and Development. Tribhuvan University, Kathmandu, 1980, 229p.

educational planning; educational reform; rural development; Nepal

This book contains nine articles on various topics of educational interest, three of which are related to Education for Rural Development activities in Nepal.

NEP 026
Nepal. Research Centre for Educational Innovation and Development

An Analysis of Enrolment Pattern in Higher Education. Kathmandu, 1981, 24p.

enrolment trends; higher education; Nepal

This booklet forms an analysis of the enrolment pattern in 1978/79 at the higher education (proficiency) level in Nepal on the basis of sex, ethnicity, religion, parents' occupation and the area of residence. According to the analysis, females represent 19.2 percent only of the total enrolment, the Bagmati Zone has the highest enrolment ratio (35%) and Karnali and Mahakali the lowest (.02% and .8%) respectively.

NEP 027
Nepal. Research Centre for Educational Innovation and Development

Meeting Educational Needs of Children and Young People without Schooling or with Incomplete Schooling: A Preliminary Report. Kathmandu, 1981, 84p.

educational needs; nonformal education; out of school youth; Nepal

This is a preliminary report of the country study conducted by CERID in collaboration with ACEID/UNESCO, Bangkok on the educational needs of out-of-school youths in the 6-21 years age group. According to the study findings, 56 per cent of children and young people between 6-15 years were out of school in 1979 of which 77.2 per cent were girls and 37 per cent boys, and of the 16-21 age group population, only 3.6 per cent were enrolled in higher education.

NEP 028
Nepal. Research Centre for Educational Innovation and Development.

Parents' Attitude towards and Expectations from Education. Kathmandu, 1982, 55p.

attitudes; educational development; parents; Nepal

CERID undertook a research study to find out how people with different social, economic and geographical backgrounds in the country look upon education and what expectations they have from it. This report contains the major findings of the study, the methodologies used and the conclusions and recommendations made by the seminar. It also includes the comments made by the participants on various aspects of education in the context of development in Nepal.

NEP 029
Nepal. Research Centre for Educational Innovation and Development

Meeting Educational Needs of Young People without Schooling or with Incomplete Schooling: "Report of National Meeting", 1981. Kathmandu, 1982, 75p.

educational needs; nonformal education; out of school youth; Nepal

This is a report of the national meeting which was organised to review the study conducted by CERID on "Meeting Educational Needs of Young People between 6-21 years with Schooling or without Schooling". The book includes a condensed report of the study in three parts: an overview of major findings of the study; review of the national policy regarding the educational needs of out-of-school children and young people; and general assessment of non-formal education programs presently running in the country. It contains the recommendations of the meeting as well as the keynote speech and two lead papers.

NEP 030
Nepal. Research Centre for Educational Innovation and Development

Non-formal Education in Nepal - A Seminar Report. Kathmandu, 1982, 135p.

nonformal education; rural development; Nepal

This is a seminar report in which seven lead papers written by well-known educationists and rural development specialists are included. The seminar was held in Trishuli, Nuwakot, with the objectives of reviewing the current siutation of non-formal education and identifying its bottlenecks, and of making an assessment of the techniques currently followed in such activities.

NEP 031
Nepal. Research Centre for Educational Innovation and Development

A Follow-up Study on the Achievement of Literacy and Skill Learning among Adult Learners. CERID Newsletter, 2, Tribhuvan University, Kathmandu, 1980.

adult education; functional literacy programmes;
literacy achievement; Nepal

This study was designed to assess the effectiveness and impact of the functional adult education program conducted in the fiscal year 1978/79. An analysis of the data revealed that approximately 60% of the adults who joined the classes run under the Functional Adult Literacy Programme were found to be literate, 17.22% were illiterate and the remaining only partially literate. No significant difference was discernible in the achievement levels of male adults and female adults. The knowledge and skills learnt by the adults on health, education, agriculture, family planning and social reforms were found to be basically of practical value to them.

NEP 032
Nepal. Research Centre for Educational Innovation and Development

A Study of Student Personnel Services in Higher Education in Nepal. CERID Newsletter, 2, Tribhuvan University, Kathmandu, 1980.

higher education; student personnel services; Nepal

Analysis of the data provided by 12 campuses revealed a general lack of facilities and policy for making available out-of-classroom services for promoting the physical, mental and social development of the students. On the basis of this study, a guideline for student personnel services in Nepal has also been prepared. The guideline suggests in particular the formation of a student personnel committee in each campus to take care of student service activities like making provisions for orientation programs, academic counselling, management for hostel residence, cafeterias, health units and financial help to students.

NEP 033
Nepal. Research Centre for Educational Innovation and Development

A Study on Teacher Workload and Problems. CERID Newsletter, 2, Tribhuvan University, Kathmandu. 1980.

teaching load; working conditions; Nepal

The aim of the study was to assess the workload of school teachers in relation to sex, level of school, the Development Region, rural or urban areas, and training. The common problems faced by teachers in Nepal were found to be largely connected with lack of adequate incentives like provision for gratuity and pensions, and opportunities for training and promotion. In the areas of classroom instruction, they are faced with the problems relating to unsatisfactory classroom conditions, inadequate teaching materials and non-availability of textbooks in the initial months of the school session.

NEP 034
Nepal. Research Centre for Educational Innovation and Development

Determinants of Educational Participation in Rural Nepal. CERID Newsletter, 3, Tribhuvan University, Kathmandu, 1981.

educational development; rural development;
student participation; Nepal

This two years' study has been undertaken by CERID since December 1980 with the objective of identifying factors that would influence the participation in schools and/or in non-formal education programs of school-age children in the country's rural areas. The findings of this study are expected to have deeper implications in matters of streamlining policy decisions to help accelerate and broaden the level of Nepal's educational development.

NEP 035
Nepal. Research Centre for Educational Innovation and Development

A Handbook on Education for Rural Development. CERID Newsletter, 3, Tribhuvan University, Kathmandu, 1981, 66p (Nepali).

rural development; school administration;
school community relationship; Nepal

This book provides some suggestions as to how a local school can play the role of bringing about development in the rural community it serves.

NEP 036
Nepal. Research Centre for Educational Innovation and Development

A Study on Implications of Population Change on Educational Development in the Central Region of Nepal. CERID Newsletter, 3, Tribhuvan University, Kathmandu, 1981.

educational planning; enrolment projections; population trends; Nepal

The study presents projections of estimated school enrolment at different levels of education, estimated requirements of additional teachers, physical facilities and educational materials and corresponding budgetary requirements for the next two decades. If the current rate of population growth persists, the present level of educational quality may prove difficult to maintain and the goals of expanding educational opportunity and raising the general quality of education will not be fulfilled unless educational programs for the future are accompanied by parallel efforts in planning the size of population, thus striking a balance between educational expansion and population growth.

NEP 037
Nepal. Research Centre for Educational Innovation and Development

Status of Primary Schools in Remote Areas. CERID Newsletter, 4, Tribhuvan University, Kathmandu, 1982.

classroom environment; instructional materials; primary schools; Nepal

This study was undertaken with the aim of making a survey of the classroom conditions and availability of teaching materials in primary schools of Nepal.

NEP 038
Nepal. Research Centre for Educational Innovation and Development

Non-formal Education in Nepal. CERID Newsletter, 4, Tribhuvan University, Kathmandu, 1982. 146p.

nonformal education; rural development; Nepal

This is the report of a two week seminar on non-formal education in Nepal organised in November 1981 at Trishuli. The book contains an overview of non-formal education programs in Nepal as well as the reviews and recommendations made by the seminar. Summaries of eight papers presented and of talks delivered to the seminar are also included.

NEP 039
Nepal. Research Centre for Educational Innovation and Development

Effectiveness of School Managing Committee. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

committees; participation; school administration; Nepal

Since its establishment, the school managing committee has been playing an active role in the teaching/learning situation of the school. However, there appears to be a lack of coordination among the District Education Office, teachers, guardians and the school managing committee.

NEP 040
Nepal. Research Centre for Educational Innovation and Development

Status of Private Campuses in Nepal. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

administrative organization; higher education; private education; Nepal

This study was designed to examine the physical condition, the student enrolment pattern and procedure, the overall teaching conditions, the financial aspects and the administrative system in the private campuses and colleges that are affiliated to Tribhuvan University, Nepal.

NEP 041
Nepal. Research Centre for Educational Innovation and Development

Determinants of Educational Participation in Rural Areas. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

educational development; rural development;
student participation; Nepal

Despite the expanded facilities and opportunities available in the education sector, people's participation in education is still low and their enthusiasm in educational activities rather lukewarm, particularly in rural areas. The large number of illiterate adults is rising rapidly. The outcomes expected from this study are presumed to extend over a number of areas which determine people's participation in educational activities.

NEP 042
Nepal. Research Centre for Educational Innovation and Development

A Study on Pre-primary and Privately-run Primary Schools. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

preprimary education; primary schools; private schools; Nepal

The study is intended to examine the existing conditions and the activities going on in pre-primary and privately-run primary schools, which include an assessment of the educational materials used, the methods of teaching being adopted, the financial position, the administrative and management system prevailing in these schools and the over-all programs that are running in them.

NEP 043
Nepal. Research Centre for Educational Innovation and Development

A Study on Various Levels of Education: Present Structure and Possible Alternatives. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

administrative organization; management; structural analysis; Nepal

The purpose of this study is to make an analysis of the educational structure as it exists today with respect to its implications for educational objectives and programs, arrangement of the system and inter-linkages between different levels of education. The problems inherent in the present structure as experienced by the educational personnel will also be identified and the possibility of providing pre-university education in selected secondary schools will also be explored.

NEP 044
Nepal. Research Centre for Educational Innovation and Development

Government Grants for School in Nepal. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

financial needs; grants; resource allocations; Nepal

This study is being undertaken to assess the magnitude and range of government grants to schools in Nepal and the disparities found in this respect. The focus will be laid primarily on the grants made available for teachers' salary, provident fund, Dashain bonus and other allowances. The data will be analysed to determine the needs of varieties of schools and to find out the basic policy followed in making grant allocations and in determining the size and pattern of the grants made.

NEP 045
Nepal. Research Centre for Educational Innovation and Development

School Facilities and S.L.C. Results. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

educational facilities; examinations; performance criteria; Nepal

The major objective of this study was to identify those pertinent factors that may affect a school's examination results. The findings showed a close linkage between school facilities including physical and instructional facilities, and the level of achievement of the school at the S.L.C.

NEP 046
Nepal. Research Centre for Educational Innovation and Development

Performance of Trained and Untrained Teachers: A Comparative Study. CERID Newsletter, 5, Tribhuvan University, Kathmandu, 1983.

performance; teacher characteristics; teacher education; Nepal

Trained teachers show a more positive attitude towards teaching and related activities than untrained ones. Training enables the teacher to improve methods of teaching, to have better insight into the students' psychology, to develop and use instructional materials, and to plan teaching lessons according to the level and interests of the students. On the other hand, untrained teachers are found to look upon teaching more as a means of earning money and insist on stricter classroom discipline.

NEP 047
Sakya T M and Kasaju P (eds)

Education and Development. Centre for Educational Research, Innovation and Development, Kathmandu, 1977, 104p.

educational planning; educational reform; management; Nepal

There are in this book nine articles concerned with a critical assessment of the implementation of the Education Plan in various areas like vocational education, teacher training, national development service, budget and tests. The book also contains a condensed report of a research study made by the National Education Committee on "Use of Devnagri and Hindu-Arabic Numerals in the Lower Secondary Schools".

NEP 048
Sharma Suresh Raj

Education for Work. Research Centre for Educational Innovation and Development, Kathmandu, 1983, 106p.

technical education; vocational schools; Nepal

This book is a compilation of eight articles written for presentation as country papers at different national and international seminars. This book is intended to serve as a reference book in the area of trade school and science, and technology education in Nepal. The book also includes a profile on some of the technical schools recently established in Nepal.

NEP 049
Sharma Suresh R, Kasaju Prem and Pradhan G S (eds)

Education and Development. Research Centre for Educational Innovation and Development, Kathmandu, 1982, 133p.

educational policies; higher education; nonformal education; Nepal

This issue contains ten articles concerned with educational policies, non-formal education, and the economics and pattern of enrolment in higher education.

NEP 050
Shestha Surya Bahadur

Effectiveness of Primary Education: An Evaluative Study. Research Centre for Educational Innovation and Development, Kathmandu, 1980.

performance; primary education; student evaluation; Nepal

The report contains facts and figures related to: the task of determining the achievement level of primary school completers in terms of the goals of primary education; an analysis of the impact on the achievements of primary grade students exerted by factors like the difference in language, sex and geographical location; and a comparative picture of the achievements of students in each development region in the literacy tests administered in course of the study.

NEW ZEALAND

NZE 001
New Zealand. Department of Education

Report of the Department of Education for the Year ended 31 March 1981. Hasselberg, Government Printer, Wellington, 1981, 39p.

educational policies; national surveys; official reports; New Zealand

NZE 002
New Zealand. Department of Education

Report of the Department of Education for the Year Ended 31 March, 1982. Hasselberg, Government Printer, Wellington, 1982, 43p.

educational policies; national surveys; official reports; New Zealand

NZE 003

Report on Education: 1978/1980. Document prepared for the International Conference on Education, 38th Session, Geneva, 10-19 November, 1981.

educational policies; national surveys; New Zealand

PHILIPPINES

PHL 001
Abello Celestina Ratao

A Study of the Administrative and Supervisory Problems of Public Vocational School Administrators in Region VI. Technological University of the Philippines, 1979, 99p.

administrative problems; educational reform;
vocational schools; Philippines

The changes in governmental thrusts of the last decade, particularly the reforms brought about by the Educational Development Decree of 1972, have revolutionised educational thoughts and practices. This study on the problems of vocational school administrators of Region VI had the following objectives: to re-evaluate administrative aims, purposes and values; to point incompatibilities between traditional administrative theory and administration to implement the new thrusts in education; and to point out the direction of future research.

PHL 002
Allian Nassal

Mobility of Public Schools Personnel of Western Mindanao. University of the Philippines, Quezon City, 1979.

public school systems; teacher mobility; Philippines

This study attempts to identify the various factors which influence the mobility of school personnel in the school system and to offer decision makers and educational planners worthwhile guides in the performance of their tasks. Mobility as it relates to this study means promotion and transfer of personnel within the school system, transfer to other agencies of the government, retirement and resignation of personnel from the service, and temporary assignment of personnel out of their respective stations. The study focuses on variables affecting mobility of school personnel such as sex, educational qualification, age, ethnicity, length of service, eligibility, family size, and perception of the respondents on promotion, scholarship programs, teaching assignments, teaching profession, teaching satisfaction/dissatisfaction, and educational leaders.

PHL 003
Amorn Gaceta

Teacher Participation in Organisational Decision-making and its Relationship to Selected Personal and Organisation Variables. University of the Philippines, Quezon City, 1981.

decision making; school administration;
teacher participation; Philippines

The conceptual framework for the study was based on a view of organisation as a psycho-social system that depends on the integration and involvement of organisation members, called maintenance, for its survival. The literature and related studies reviewed showed that maintenance is accomplished by providing inducements which satisfy member-needs. Participation in decision-making is an inducement because it satisfies important higher-order needs.

PHL 004
Astudillo George A

The Attitudes of Elementary School Teachers on the Implementation of Educational Innovations in Tadian District, Mountain Province Division in 1978-1979. Baguio Central University, 1980, 90p.

educational innovations; primary schools;
teacher attitudes; Philippines

With the rapid changes brought about by innovations in our educational system, teachers have to keep abreast of the expanding knowledge and complexities generated by this redirection movement. It is hoped that the findings of this study will guide school officials on the real attitudes of teachers towards the implementation of current innovations so that the appropriate measures may be undertaken before the actual implementation of any educational innovation.

PHL 005
Banzon Agripina C

Some Administrative and Supervisory Practices at Bataan National High School as Viewed by its Teachers. Harvadian Colleges, San Fernando, Pampanga, 1981, 79p.

administrative policies; school supervision;
teacher attitudes; Philippines

The study was planned to determine some of the administrative and supervisory practices at Bataan National High School as viewed by 104 of its teachers in school year 1980-81. To answer the questions set in the study, the researcher made use of a set of questionnaires, supplemented by interviews and observation.

PHL 006
Barsaga Eligio

Factors Associated with School Performance in the NCEE - A Policy Study. University of the Philippines, 1977.

college entrance examinations; performance factors;
school role; Philippines

The primary purpose of the study was to come up with strategies that will improve school quality and democratize students' access to quality secondary education with the view to providing every high school student the opportunity to compete in the NCEE on more or less equal terms. To attain this objective, a study of the factors associated with school performance in the NCEE was conducted in 75 secondary schools in the Divisions of Angeles City and Pampanga. Four sets of input factors were investigated: student socio-economic background; student academic background; community characteristics; and school factors.

PHL 007
Cagaanan Ricarda P

An Analytical Study of the Implementation of RA 5447, Otherwise Known as the Special Education Fund Act in Selected Public Schools Divisions. Philippines Women's University, Manila, 1974, 216p.

decentralization; educational finance;
provincial local relationship; Philippines

This study attempted to answer the following questions: what is the present cost or expenditure of elementary education which should be moved to the local government? Is the revenue raising potential of local governments based on the present tax laws adequate for public elementary education? Is the national counterpart assistance (equalisation fund) necessary to meet the minimum fund required adequate, and does it serve as an incentive for local governments to intensify collection efforts and tap new sources? What new sources of local revenues may be tapped for additional funds for increasing and stabilising the local school funds? In view of the shifting of financing responsibility from national to local governments, what should be done to decentralise financial function or establish a new or improved system of budgeting, accounting and financial information?

PHL 008
Carino Paz Corazon Gusman

Problems Encountered in the Teaching of Nonformal Education in the Division of Abra. University of Northern Philippines, Manila, 1982, 114p.

educational resources; nonformal education;
primary school teachers; Philippines

The study aimed to find out the problems encountered by the elementary grade teachers in the Division of Abra in the teaching of nonformal education during the school year 1981-1982. It presents a profile of the teachers handling nonformal education classes and discusses problems such as: teaching aids, materials and time; supervision needed; financial support and co-operation from other agencies.

PHL 009
Cortes Josefina R

The Meaning, Purpose and Values of Schooling to Filipinos: Implication for Educational Policy and Planning. University of the Philippines - NSDB Integrated Research Program Project No.7705, 1979, 220p.

educational needs; national surveys; social attitudes; Philippines

The primary objective of this study is to ascertain the meaning, purposes and values of schooling from the viewpoints of four status groups: students, parents, teachers, school administrators. It aims to generate data/information which can serve as a basis for educational policy formulation and determination of more meaningful reforms in the curriculum and instructional aspects of formal education especially at the basic education and teacher education levels; and identify common and conflicting views about education which may help enlighten some of the perplexing and durable problems of schooling in the Philippines, such as the problems of irrelevant and low level learning outcomes.

PHL 010
Delgado Teresa

Process Analysis in the Implementation of Educational Programs: Work Education. University of the Philippines, Quezon City, 1980.

programme administration; work education; Philippines

The objective was to move beyond the implementation of education programs which provide no opportunities for implementation of educational decisions to analyse relevant factors in the processes that are in manageable dimensions.

PHL 011
Elevazo Aurelio and Tating Apolinaria Y (eds)

Education for Tomorrow: Report on Round Table III. Foundation for Youth Development in the Philippines, Manila, 1981, 47p.

educational policy trends; national planning;
youth programmes; Philippines

PHL 012
Esleta Teresa M

The Supervisory Practices of Public Elementary School Principals. Bukidnon State College, Malaybalay, Bukidnon, 1979, 100p.

primary schools; principals; school supervision; Philippines

The study was primarily concerned with the supervisory practices of elementary school principals. Specifically, the study sought to answer the following questions: What are the supervisory practices commonly used by elementary school principals? Are there differences in the supervisory practices between male and female principals; central and barrio school principals; principals with seventeen teachers or less and principals with eighteen teachers or more; principals having one to three years of service and principals having four years or more of service; and principals with ages between fifty-five years and less and principals with ages fifty-six years old and above?

PHL 013
Feleo Victorina Marasigan

A Study on the Wastage in Education in Public Elementary Schools of the Philippines. University of Santo Tomas, Manila, 1971, 229p.

educational wastage; primary schools;
school administration; Philippines

This study was conceived mainly to pinpoint where the wastage in public elementary school lies. The main problems discussed were: What is the extent of educational wastage in Philippines public elementary schools? How does wastage prevent the educational system from the effective attainment of the objectives of elementary education? These problems were further broken down to specifically identify the forms of wastage existing in the Philippine school system; how these forms of wastage are caused in the elementary grades; and the measures which should be adopted to reduce, if not prevent, these forms of wastage to the minimum. In order to answer the foregoing questions, this study was limited to wastage in terms of misexpenditure, dropouts and failure. It also involved an investigative treatment of school administrative and supervisory practices, language problem and school financing.

PHL 014
Gorembalem Inocencio A

Status of Management by Objectives in the School Division of Northern Samar 1981-1982. University of Eastern Philippines, Northern Samar, 1982, 235p.

educational objectives; management systems;
performance criteria; Philippines

Specifically the study sought to: identify the needs of the district supervisors, principals and head teachers in the division of Northern Samar in their practice of MBO; determine the degree of actual performance from pre-determined targets in the accomplishment of objectives; and determine the degree of perceived significance and the degree of perceived limitations among the district supervisors, principals and head teachers in the division of Northern Samar in their practice of MBO.

PHL 015
Guimary Benjamin

Management by Objectives at Eulogio "Amang" Rodriguez Institute of Science and Technology: A Case Study. University of the Philippines, Quezon City, 1978.

course objectives; management systems;
programme evaluation; Philippines

This research sought to identify the projects and activities of the Institute in relation to the four expected outcomes: career development, professional skills improvement, participation in the development programs of the New Society, and qualitative aspects of personal development; provide measures of results and processes of accountability in the process of implementing the five-phase model of MBO at EARIST; and determine the degree of perceived significance and the degree of perceived limitations in the practice of MBO at the Institute.

PHL 016
Jover Franceli R

School Administrators' Interpersonal Relations Ability and its Relationship to Selected Variables. West Negros College, Bacolod City, 1981, 135p.

administrator role; interpersonal competence;
primary schools; Philippines

The primary objective of the study was to find out the level of the interpersonal relations ability of public elementary school administrators of the Division of La Carlota City during the school year 1979-1980 as well as the relationship of the school administrator's interpersonal relations ability to selected personal and institutional variables.

PHL 017
Lacuesta Lareto

Management Typologies, Organisation Satisfaction and Performance of Selected Elementary Schools in the National Capital Region. University of the Philippines, Quezon City, 1981.

management systems; performance criteria; primary schools; Philippines

The study focussed on four problems: the nature of the management system perceived by public and private elementary teachers and principals; the difference between the perceived and the desired system; a comparison of public and private elementary schools with respect to their management systems, organisation satisfaction and performance; and the relationships between organisational satisfaction/performance and each of the six management processes - leadership, communication, decision-making, interaction-influence, goal-setting, and control.

PHL 018
Lebiran Lydia M

An Assessment of the Administrator-Teacher Relations in Union College, Santa Cruz, Laguna. Union College, Santa Cruz, Laguna, 1978, 94p.

colleges; interpersonal competence;
teacher administration relationship; Philippines

As revealed by the findings, the respondents primarily suggested that administrators should carry out the career development of the teachers, the administrators should give due recognition or credit to the teachers for their work well done. Channels of communication should be opened and available to teachers at all times. Administrators should recognize potentialities of teachers. They also suggested that aids should be made available to the teachers for professional growth, and the last suggestion is that they must be skilled in the process of decision making and must have a broad background against which to match alternatives.

PHL 019
Marcelino Magno-Miguel

The Relationship of Organisational Climate, Job Performance and Job Satisfaction. University of the Philippines, Quezon City, 1981.

job satisfaction; performance factors; school organization; Philippines

The hypotheses of the study were that a positive relationship exists between organisation climate and either job performance and job satisfaction; that employees who perceive the climate as supportive are likely to be rated better in performance than those who perceive the climate as less supportive; that the climate relates more highly to satisfaction than to performance; and that the closer a person's needs fit the climate in which he works, the more satisifed he is and the better is his performance.

PHL 020
Narsico Delia Gabison

Proposed Guidelines for an Innovative Supervisory Program for Talisay II District Based on an Evaluation of the Existing Supervisory Practices and Problems as Perceived by Teachers and Administrators. Golegio de San Jose-Recoletes, Cebu City, 1981, 148p.

administrative principles; supervision;
teacher administration relationship; Philippines

Using descriptive survey methods, this study gathered data on supervisory practices for one educational district in 1979/80. Findings relate to: plant, supplies and equipment management; curriculum; and supervisory measures and problems. Recommendations are made for the implementation of an innovative supervisory program for each school in the district.

PHL 021
Nasam Rodrigo B

Administrative and Supervisory Problems in the Secondary Vocational/Technical Schools of Northern Samar, School Year 1980-1981. 1981, 103p.

administrative problems; secondary education;
vocational schools; Philippines

The following null hypotheses are tested in this study: school administrators do not face problems related to school-community relations; school administrators ignore problems about school finances, salaries and wages; administrators disregard problems concerning students; administrators do not face problems related to school plant.

PHL 022
Navarro Bassanio L

A Comparison of the Organisational Climates of Public Elementary Schools in the Poblacion and Barrio in the Division of Negros Oriental: Their Implications to Educational Management. Cebu State College, 1982, 308p.

administrator role; principals; school organization; Philippines

Basic assumptions of this study were that organisational climates of public elementary schools in the poblacion differ significantly from those in the barrios and that the professional profile of the elementary school principals of the public elementary schools in the poblacion and barrios is related significantly to the organisational climates of the schools. It covered all the 26 school districts in the Division of Negros Oriental, and focussed on the central schools and barrio schools under the administration of a principal.

PHL 023
Osoria Corazon C

Administrative Problems in Connection with High School Teaching Personnel in Metro Manila, 1981-1982. Arellano University, 1983, 143p.

administrative problems; personnel management;
secondary school teachers; Philippines

This study attempted to identify administrative problems in connection with high school teaching personnel and possible solutions employed by high school administrators. The schools represented by 91 subject principals were grouped into public and private institutions.

PHL 024
Philippines. Foundation for Youth Development

Training Youths out of School to become Citizen Producers: A Review of the First Six-year Program for Out-of-School Youth of the Foundation for Youth Development in the Philippines, Inc. Foundation for Youth Development in the Philippines, Manila, 1981, 146p.

nonformal education; out of school youth;
vocational education; Philippines

PHL 025
Quetulio Nora N

Time Management Practices of Public Elementary School Principals in the National Capital Region During the School Year 1981-1982: An Analysis. Manuel L. Quezon University, 1983, 188p.

administrative problems; performance criteria;
principals; Philippines

This study attempted to analyse the time management practices of public elementary school principals in the National Capital Region in 1981-1982 and to see what factors vary with them, in the hope that better performance can be achieved through proper management of time. The researcher used descriptive survey method with questionnaire and logbook and document analysis as the main sources of data.

PHL 026
Reyes M

Alternatives to Formal Schooling. University of the Philippines.

educational strategies; functional literacy programmes;
nonformal education; Philippines

The focus of this study is on strategies outside the formal school which may be effective in dispensing the basic skills and knowledge required of effective participant citizenship through functional literacy.

PHL 027
Reyes Modesto S de los

Critical Incidents in Educational Management. University of the Philippines, 1976, 229p.

administrative problems; simulation; Philippines

The incidents presented in this research project are samples of critical situations typical in educational administration. Moreover, incidents in this study are exercises structured around the school system model to enable the participants to assume the role of managing simulated operations and to provide as well a helpful guidance and comprehensive source of information on design, administration, and management.

PHL 028
Rojas Rosalina A

The MEC Region V Data Bank: Its Relevance to an Improved Management Information System. Catanduanes State Colleges, 1980, 202p.

information systems; management systems; regional planning; Philippines

This study attempted to analyse the MEC Region V Data Bank and its relevance to an improved management information system. It presents the existing structure, services and linkages of the Data Bank; expectations related to the operation of a Data Bank in the Regional Office; the extent to which the Data Bank meets the needs of the different units of the Regional Office and of the various agencies it serves; and projections for growth and development of the MEC Region V Data Bank.

PHL 029
Ruiz Corazon Santos

Managerial Styles of Public Elementary School Administrators, Division of City Schools, Manila, 1980-1981. Ateneo de Manila University, 1981, 82p.

administrator role; primary schools; Philippines

The study sought to identify the present dominant managerial styles of the public elementary school administrators of Manila, 1980-81.

PHL 030
Salonga Eduardo

The Development of Four Computer Programs for Use in Educational Administration. University of the Philippines, Quezon City, 1981.

computer programmes; educational administration; Philippines

Four specialised computer programs for educational administration have been tested and developed: class scheduling; space utilisation; enrolment projection; and financial projection.

PHL 031
San Pedro David P

Regional Development: Problems and Development Strategies vis-a-vis Ministry of Labor and Employment. Angeles University Foundation, 1982, 215p.

employment; provincial local relationship;
regional planning; Philippines

The primary objective of this study was to determine the development problems and/or environmental situations now obtaining in Central Luzon, specifically in the province comprising Region III, vis-a-vis the Ministry of Labor and Employment, and to present remedial measures and steps in the ultimate solution of these problems through a comprehensive study of strategies that will help achieve the maximum level of industrial peace, through the realisation of better worker-employer relationships.

PHL 032
Santos Consarcia

Correlates of Innovative Behaviour in School Administration. University of the Philippines, Quezon City, 1979.

administrator role; innovation; school administration; Philippines

This study sought to identify the intrinsic or personal variables inherent in the school administrator as an individual, and the extrinsic school variables in which environment the principal operates and over which he has practically little or no control. The study analysed how the innovating and non-innovating groups of school administrators compared and differed in terms of change proneness, self-actualisation and leadership in the management of instructional innovations.

PHL 033
Santos Guillermo delos

Decision-making Styles as Related to Cultural Values and to Selected Variables among Supervisory Officials of Elementary Schools in the Division of Lipa City. Philippine Normal College, 1978, 101p.

decision making; primary schools; values; Philippines

This study analysed the manner in which a group of school officials ranked their value priorities and the way in which they approached decision-making in a wide variety of typical supervisory problem-situations. It studied the relationship between professed value of preferences of the school officials and those actually revealed in their choices. It also examined the relationship of cultural values, age and length of tenure to decision-making styles.

PHL 034
Sebastian Antonia C Jr

Organizational Effectiveness in the Ministry of Education and Culture Division Offices of Region IX. National Teachers College, 1982, 179p.

administrative organization; national planning;
performance criteria; Philippines

The reorganisation of the Department of Education and Culture which took effect in 1975 was envisioned to enable the Ministry to plan and implement programs with greater economy, efficiency and effectiveness. The thrust in the new organisation scheme is the decentralisation of administration and supervisory functions to regional and division offices and the greater delegation of authority to subordinate officials. This study has focussed its attention on the effectiveness of the Division as an organisation.

PHL 035
Tabuzo Nestor Arcilla

A Follow-up Study of the Junior Executive Training Participation in the Schools, Division of Catanduanes. Catanduanes State College, 1979, 109p.

leadership training; management education;
school administration; Philippines

This study was made to follow-up the application of knowledge acquired in the JET program in the Ministry of Education, Culture and Sports, Region V. Expected of participants after completion of the programs were: to gain a working knowledge of some modern concepts of effective management, administration and supervision; to apply management tools and techniques to improve the efficiency of their respective units; to deepen their sense of responsibility for the development of moral values through education reforms.

PHL 036
Velaso-Mewshar Azucena

Planning in Institutions of Higher Learning in the Philippines. University of the Philippines, 1981.

administrative organization; educational planning;
higher education; Philippines

The present study investigates the status of planning among 32 institutions of higher learning in Region III and the National Capital Region. Five basic questions addressed the extent of planning; characteristics of institutions that plan adequately in contrast to those that do not; the relationship between adequate planning and six characteristics and the characteristics of the plans themselves.

PHL 037
Villamar Fortunata C

Teacher Supply and Demand in the Public and Private Secondary Schools in the Division of Bulacan. Philippine Womens University, 1972.

private schools; public schools;
teacher supply and demand; Philippines

PHL 038
Villanueva Charles Carillo

A Proposed Development Program for the Educationally Deprived Areas in Region VI (Western Visayas) for School Year 1981-82 to 1985-86. National Teachers College, 1981, 145p.

depressed areas (economic); educationally disadvantaged;
statistical data; Philippines

The study aimed to determine the dimension and extent of existing deprivation in Region VI using nine educational indicators such as participation rate, cohort survival rate, drop-out rate, transition rate, achievement level (Grade Six), teacher-pupil ratio, textbook-pupil ratio, instructional materials and education cost (wastage).

PHL 039
Zamora Prudencio M

Readiness of Government Elementary School Administrators and Supervisors in the Implementation of Management by Objectives in the Division of Albay for the School Year 1978-1979. Bicol University, 1980, 126p.

administrator role; educational objectives;
management systems; Philippines

Management by Objectives (MBO) is a management system that is adopted in the Philippines. Its adoption requires the analysis of the cultural background, educational preparation as well as the characteristics of the managerial behaviours of the management team in the organisation, and policies and programs for effective and efficient implementation. This study sought to determine the readiness of government elementary school administrators and supervisors in the implementation of MBO in the Division of Albay.

PHL 040

Project IMPACT (Instructional Management by Parents, Community and Teachers): A Terminal Report. SEAMEO-INNOTECH, Manila, 1980, 1.

instructional improvement; projects;
school community cooperation; Philippines

THAILAND

THL 001
Chantavanich Supang

An Anthropological Study of the Quality of Rural Primary Schooling in Thailand: Its Genesis, Conduct and Methodology. Office of the National Education Commission, Bangkok, 1981, 12p.

educational quality; primary schools; rural education; Thailand

THL 002
Paopongsakorn Nipon

Education and Employment in Thailand: An Analysis of Policy and Planning Trends. Unesco Regional Office for Education in Asia and the Pacific, Bangkok, 1981.

educational policy trends; employment; Thailand

THL 003
Smail Robert W

Paw Waw Taw: A Feasibility Study. Department of Vocational Education, Ministry of Education, Bangkok, 1981, 2v.

adult education programmes; vocational education; Thailand

THL 004
Thailand. Ministry of Education

Vocational Agriculture in Thailand: Country Report. Department of Vocational Education, Bangkok, 1979, 25p.

agricultural education; vocational education; Thailand

THL 005
Thailand. Ministry of Education

Introducing the Ministry of Education. External Relations Division, Bangkok, 1980, 36p.

administrative organization; governmental structure; Thailand

THL 006
Thailand. Ministry of Education

Thai Education in Brief. Planning Division, Bangkok, 1981, 29p.

national planning; national surveys; Thailand

THL 007
Thailand. National Economic and Social Development Board

The Fifth National Economic and Social Development Plan: 1982-1986. Office of the Prime Minister, Bangkok, 1981, 351p.

economic development; national planning; social policies; Thailand

THL 008
Thailand. National Education Commission

Summary of "Research Report on Adult Functional Literacy Education: First Report." Office of the National Education Commission, Bangkok, 1977, 5p.

adult education; functional literacy; Thailand

THL 009
Thailand. National Education Commission

Summary of "Research Report on Higher Education System: A Case Study of Thailand." Office of the National Education Commission, Bangkok, 1977, 17p.

administrative organization; higher education; Thailand

THL 010
Thailand. National Education Commission

Statistical Country Profile for Administrators. Office of the National Education Commission, Bangkok, 1979, 45p.

national planning; national surveys; statistical data; Thailand

THL 011
Thailand. National Education Commission

Financing of Education. Office of the National Education Commission, Bangkok, 1981, 7p.

educational finance; financial policy; Thailand

THL 012
Thailand. National Education Commission

Economy and Manpower. Office of the National Education Commission, Bangkok, 1981, 13p.

economic development; manpower needs; national planning; Thailand

THL 013
Thailand. National Primary Education Commission

Draft Project Proposal for the Sixth World Bank Project: The Project to Improve the Quality of Primary School Instruction. Office of the National Primary Education Commission, Bangkok, 1981, 15p.

instructional improvement; primary schools; projects; Thailand

THL 014
Thailand. Educational Planning Division

Analysis of the Provincial and District Education Offices with Respect to the Volume of their Responsibilities. Office of the Permanent Secretary, Ministry of Education, Bangkok, n.d.

administrative responsibility; provincial departments of education; school districts; Thailand

The purpose of the study was to analyse responsibility of the provincial and district Education Offices in order to assign their rank by using quantifiable indicators so as to manage educational resources at both levels properly. The Provincial Education Offices with higher rank were those in the northeastern region covering the bigger area, having more population and being inferior in economic status, though these three criteria had lower weights as compared to those of enrolments, schools and temples. As to the District Education Offices, those with higher rank were the ones which had more population.

THL 015

Women's Education in Rural Thailand: A Survey of Facilities, Needs and Opportunities for Basic Scientific Knowledge. UNESCO, Paris, 1980, 39p.

educational needs; rural areas; womens education; Thailand

TURKEY

TUR 001
Akcay I Hakki

The Effects and the Problems of the Directors of the Adult Education Centers in Community Development. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1973, 19p (Turkish).

administrative problems; administrator role; community development; Turkey

TUR 002
Akyuz Kenan

The Councilling Board. Ankara Universitesi Basimevi, Ankara, 1975, 65p (Turkish).

governing boards; school governance; Turkey

TUR 003
Ankay Aydin

Discipline Issue in School. Department of Educational Psychology, Ankara University, 1972, 19p.

discipline policy; school administration; Turkey

TUR 004
Balci Ahmet

An Evaluation of Group Supervision by Primary School Principals (In the City of Ankara). Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1975, 20p (Turkish).

primary schools; principals; supervision; Turkey

TUR 005
Basaran Ibrahim Ethem

Problems of Compulsory Education in Turkey and Suggestions for their Solution. Ankara University, Ankara, 1974 (Turkish).

administrative problems; compulsory education; problem solving; Turkey

TUR 006
Bursalioglu Ziya

Evaluation of the Educational Administrators of the System of Education. Hacettepe Universitesi Basimevi, Ankara, 1973, 98p (Turkish).

administration; educational administrators; evaluation; Turkey

TUR 007
Bursalioglu Ziya

Theory and Practice in Educational Administration. Ayyildiz Matbaasi, Ankara, 1974, 134p (Turkish).

educational administration; educational practice;
educational theories; Turkey

TUR 008
Bursalioglu Ziya

The Competencies of the Educational Administrator: A Study on the Competencies of the Normal School Principals. Kalite Matbaasi, Ankara, 1975, 263p (Turkish).

administrator role; principals; skills; Turkey

TUR 009
Caglar Dogan

Personnel Training Problems in the Field of Special Education in Turkey. Ankara University, Ankara, 1974, 172p (Turkish).

personnel management; special education; training; Turkey

TUR 010
Coruh Kemal

Research on In-service Training Programs for the Directors of Adult Education Centres. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1973, 40p (Turkish).

adult education; inservice courses; leadership training; Turkey

TUR 011
Dere Bedri

The Duties of Primary School Teachers. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1975, 125p (Turkish).

primary school teachers; teacher role; Turkey

TUR 012
Ergin Ulker

The Roles of Teacher and Religious Leader (Imam) in Cultural Change in Turunclu Village. Ankara University, Ankara, 1972, 35p (Turkish).

religious institution role; rural areas; teacher role; Turkey

TUR 013
Ergin Unal

The Roles of Muhtar (Village Administrator), Imam (Religious Leader) and Teacher in Cultural Change in Oltan Village. Ankara University, Ankara, 1972, 39p (Turkish).

local government; religious institution role; teacher role; Turkey

TUR 014
Gok Ahmet

The Opinions of Middle School Administrators on the Supervision System of the Ministry of Education in Secondary Education. Department of Educational Administration, Supervision and Planning, Ankara University, 1975, 23p (Turkish).

educational administrators; middle schools;
school supervision; Turkey

TUR 015
Gorur Gunay

Primary School Teacher Training Activities. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1975, 40p (Turkish).

activities; primary school teachers; training techniques; Turkey

TUR 016
Gul Gulbahar

A Study of the Relationship between Socioeconomic Class and Achievement Level of the Ankara Normal School Students; Their Problems and Use of the Guidance Service. Department of Educational Psychology, Ankara University, 1979, 22p.

achievement; guidance services; socioeconomic background; Turkey

TUR 017
Gunduz Mehmet

Evaluation of Teachers in Normal Schools. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1975, 25p (Turkish).

schools; teacher evaluation; Turkey

TUR 018
Gurgun Musa

Measures of the State Planning Organization Concerning the Education of the Gifted. Department of Special Education, Ankara University, Ankara, 1973, 33p (Turkish).

administrative organization; gifted students;
national planning; Turkey

TUR 019
Isiksal Sukran

Examinations for Free Boarding Schools. Department of Special Education, Ankara University, 1975, 10p.

boarding schools; examinations; programme evaluation; Turkey

TUR 020
Kocer Hasan Ali

Organization of the Turkish National Education. Ankara Universitesi Basimevi, Ankara, 1975, 329p (Turkish).

administrative organization; national planning;
school systems; Turkey

TUR 021
Meral Mustafa

An Evaluation of the Public Administration Expert Program in Turkey and Middle East Public Administration Institute. Department of Curriculum and Instruction, Ankara University, Ankara, 1973 (Turkish).

administrator role; leadership training;
programme evaluation; Turkey

TUR 022
Mutlu Sabiha

The System of Educational Planning and Investment in the Ministry of Education. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1975, 32p (Turkish).

educational finance; educational planning; investment; Turkey

TUR 023
Oksuzoglu Ayse F

Adult Education and Village Institutes. Department of Adult Education, Ankara University, Ankara, 1970, 20p (Turkish).

adult education; rural areas; Turkey

TUR 024
Polat Hafize

Construction, Implementation and Evaluation of an In-service Education Program. Department of Curriculum and Instruction, Ankara University, Ankara, 1975, 13p (Turkish).

inservice education; programme evaluation; programme planning; Turkey

TUR 025
Sarica M Ugur

Problems of Training Educational Personnel for Retarded Childrens' Education in Turkey. Department of Special Education, Ankara University, 1975, 23p.

administrative problems; handicapped students;
teacher education; Turkey

TUR 026
Sevil O Lutfi

The Roles of Teacher and the Religious Authorities in Cultural Change. Ankara University, Ankara, 1972, 59p (Turkish).

religious institution role; social change; teacher role; Turkey

TUR 027
Seyhan Nebahat

The Opinions of Primary School Teachers on the Functional Activities of the Primary School Supervisors. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1975, 31p (Turkish).

administrator role; primary school teachers;
school supervision; Turkey

TUR 028
Sidal Cavit

Training of Industrial Vocation Teachers. Ankara University, Ankara, 1976, 263p (Turkish).

industrial education; training; vocational education teachers; Turkey

TUR 029
Tahdil Ercan

The Factors Affecting Teacher Performance in Kurdish Rural Life - The Relations of Teacher with Imam and Muhtar. Ankara University, 1972, 52p (Turkish).

religious institution role; rural areas;
traditional education; Turkey

TUR 030
Tufan Beril

Traditional Education in Turkish Villages. Ankara University, 1972, 32p (Turkish).

religious institution role; rural areas;
rural education; traditional education; Turkey

TUR 031
Tugtas Fatma

An Inquiry on the Activities of the Ministry of National Education on Educational Technology. Department of Curriculum and Instruction, Ankara University, Ankara, 1974, 57p (Turkish).

educational technology; national planning; Turkey

TUR 032
Tunc Ali, Nuri Sezer, and Avni Akyol

The Relations between Education and Development in Turkey. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1971, 28p (Turkish).

economic development; educational development trends;
national planning; Turkey

TUR 033
Turkey. Ministry of National Education

Report on Education: 1978/79–1979/80. Geneva, 1981.

national planning; official reports; Turkey

Document prepared for the International Conference on Education, 38th Session, Geneva, 10-19 November, 1981.

TUR 034
Unal Omer

Supervision System of the Ministry of Education in Secondary Education: Part I. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1973, 15p (Turkish).

management systems; secondary schools; supervision; Turkey

TUR 035
Yildiz Halil

In-service Training of Secondary School Teachers. Department of Educational Administration, Supervision and Planning, Ankara University, Ankara, 1973, 32p (Turkish).

inservice teacher education;
secondary school teachers; training; Turkey

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